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ABSTRACT

This guide is intended for use in a prevocational class for special needs students. Included in the guide are the following components: an introduction that discusses the content of the curriculum and its use as a main textbook, supplementary material, or element in an individualized education program (IEP); a 12-unit curriculum; answer keys for the instructional units; unit tests; test answers; and a 200-item question assessment and answer key. Addressed in the individual units of the curriculum are the following topics: sources of employment, resumes, initial contact with employers, job applications, employment tests, job interviews, rejection shock, things to do after being hired, job survival, job advancement, termination of employment, and equal employment opportunity. Each unit contains some or all of the following: directions for students, lesson objectives and rationales, student actions, lists of needed supplies, vocabulary words and meanings, learning activities, instructional text, and performance checks. (MN)

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Find It; Get It; Keep It:
A Pre-employment Skills Curriculum for the Special Needs Individual

Illinois State Board of Education

Adult, Vocational and Technical Education

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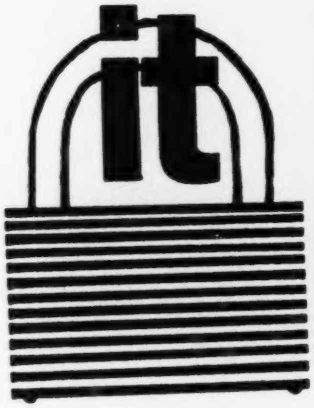

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Find It; Get It; Keep It:

A Pre-employment Skills Curriculum for the Special Needs Individual

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Find It...

Get It...

Keep It...

CONGRATULATIONS!

You have just purchased the best pre-vocational curriculum in print for special needs students. As soon as you stop patting yourself on the back, you'll probably ask, "What do I do now?"

I'll tell you. Read the introduction; all of it, and READ IT RIGHT NOW! After you have read it, you will have already formed some excellent ideas on how you will use your purchase. (Pay close attention to the section entitled UTILIZATION OF THE CURRICULUM.) After you have read it, I'll give you some ideas on how to organize your materials. OK, go read it.

Hey, I'm a teacher, too. I know that you probably don't want to take the time to read the introduction right now, but if you don't read it the rest of this will not make much sense to you. So, read the introduction. (If some of you aren't the way I am, I apologize for chastising you. You may proceed. The rest of you get out the introduction.)

Still confused? Let's get down to business. First, how are you going to use this curriculum?

ARE YOU GOING TO INDIVIDUALIZE?

If you are, here are some suggestions.

1. Get 186 folders. The old ones you have stashed in your cabinet will do.
2. Now label each folder as the lessons are labelled (A,1,1; A, 1,2; A,1,3; A,2,1; A,2,2; A, 2,3; A,2,4; etc.) Just use the outline at the beginning of SECTION 2 (be careful not to drop this section).
3. After the folders have been labelled, put the lessons in the respective folders. Now you should have 12 neat tab sheets left over to insert into a 3-ring binder which you can use to separate your answer keys (SECTION 4). It might be a good idea to put the INTRODUCTION (SECTION 1) in that binder, also.
4. After you have run around your school begging and borrowing folders, you may want to find just 12 more in which to keep the unit tests. (Come on; that's still less than 200 folders.)
5. SECTION 5 (UNIT TEST ANSWER KEYS) can also be put into your 3-ring binder. You can put them all in one section or put each test at the end of their respective units as I have done.
6. SECTION 6 (200 QUESTION ASSESSMENT AND ANSWER KEY) can also be stored in the binder. When you want to give the assessment, you will have to duplicate as many assessments as you have students. I do not allow the students to write on them; therefore, I do not have to duplicate them each year. I administer the assessment as a pre- post- test so that I have measurable improvement on each of my students.
7. Explain to the students how to use the lessons. MUSTS TO KNOW... and HELPFUL TO KNOW... can be of assistance to you in this task.
8. The students can start on any units they choose, but once a unit is chosen, the lessons should be done in order.

ARE YOU GOING TO USE IT AS SUPPLEMENTARY MATERIAL?

If you are, here are some suggestions.

1. Three-hole punch SECTION 2, CURRICULUM.
2. Put the entire curriculum into one or two 3-ring binders.
3. Put dividers from SECTION 3, ANSWER KEYS FOR UNITS between the unit (SECTION 2).
4. Put sections 2, 3, and 4 behind each of the units in SECTION 2.
5. Put SECTION 6 in the back of the binder.
6. Familiarize yourself with the curriculum so that you will be able to integrate it into your current program.

ARE YOU GOING TO USE IT AS A TEXTBOOK?

If you are, here are some suggestions.

1. Plan to use a copier for quite awhile. The lessons comprise over 500 pages.
2. Just duplicate lessons 2 through the last lesson in each module. You can read and discuss the first lessons orally in each module.
3. Duplicate lesson 1 for each unit with the rest of the lessons so that the students will have an outline of the lessons for the unit.
4. Don't allow the students to write on the nonconsumable lessons. I'm sure you will never want to do that much duplicating again.

Gary J. Dilbaitis

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FOREWORD

Find It; Get It; Keep It: A Pre-employment Skills Curriculum For the Special Needs Individual has been written to aid special needs students in developing job acquisition skills and acquiring the knowledge to be able to maintain employment once a job is obtained.

The Illinois State Board of Education is committed to assisting teachers of special needs students by developing curricula which will enable those teachers to better prepare the handicapped students in Illinois to obtain and maintain meaningful employment.

This curriculum was written in 1979 and field tested for five years in the three public high schools in Springfield, Illinois. It was then evaluated, edited and revised to its present form.

Sincere appreciation is extended to h. c. Johnson Press, Inc., the publisher of Occupational Essentials: Skills and Attitudes for Employment, for allowing materials from that publication to be adapted and used in this curriculum.

Sincere appreciation is also extended to Steve Pollack for A Curriculum Guide for Pre-Employment Skills which was used as a model for this curriculum.

Recognition is given to the following individuals for their many outstanding contributions: Dr. Mary Fisk Loken, Director of Alternative/Special Programs, School District #186; Lindy Seltzer, Supervisor of Alternative Programs, School District #186; Gary J. Dilbaitis, Project Director, Developer and Writer; Mary Jo Haven, Proofreader; William Canham, Graphic Designer and Ruth Young, typist.

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SECTION 1:

INTRODUCTION

MUSTS TO KNOW FOR THE TEACHER

by Gary Dilbaitis

There are several "Musts" that you as a classroom teacher need to know to utilize this curriculum to the fullest. These "Musts" were discovered by me while using this curriculum for over five years in a special needs work program.

MUST #1 ORGANIZATION OF THE CURRICULUM

The curriculum is organized into twelve units. Each unit is divided into modules, each module into lessons. The units need not be done in any particular order. However, when a student,a group of students or a class (depending upon how the curriculum is used) starts a unit, the modules and lessons should be completed in order.

MUST #2 STUDENT ACTION

Unless you want to keep duplicating papers or buying a new curriculum each year, it is a must to have the students follow the directions in the Student Action. For most of the lessons, Number 1 says, "DO NOT WRITE ON THESE PAGES." If the students write the answers on the pages, you will quickly run out of a curriculum.

Number 2 usually says, "On a separate sheet of paper, write your name, Unit ---, Module ---, Lesson ---." The answer key is useless unless you know what lessons you are to grade.

Number 3 usually says, "On your paper, write out and answer the --- questions in the reading." If the students do not write out the questions with their answers, they will have nothing to study for the unit tests but a list of answers with no questions.

MUST #3 INSTRUCTIONS FOR DOING LESSONS

As stated in **MUST #2**, each lesson (other than lesson 1's) has a section called STUDENT ACTION which describes what needs to be done for that lesson. After students have worked in the curriculum for several weeks, they tend to skip over the instructions, thinking that they know how to do it. Make sure you impress upon the students the importance of reading the STUDENT ACTION.

In order for you to see if you are making an impression, make sure you grade Unit F, Module 21, Lesson 6 very closely!

MUST #4 SUPPLIES

Each lesson (other than #1's) has a section called SUPPLIES. This section tells the student what materials are needed to complete the lesson. You need to be aware that some of the materials are consumable and will need to be duplicated by you (see list following **MUSTS**) and that you will need to "dig up" some materials on your own (see list following MUSTS).

MUST #5 GRADING PAPERS

It is imparative that you grade the students' papers and get the papers back to them the following day. This allows them to either correct their papers if corrections are necessary or know that they can go to the next lessons.

I probably put an unnecessary burdon on myself with this MUST, but it keeps me on my toes. I tell the students at the beginning of each year that if I don't get their papers back to them the following day they don't have to do any work. I'm sure you can imagine what it is like to have to spend a class period with a group of students who are told that they don't have to do any work! I make sure that I grade their papers.

IF you are going to individualize, it is a good idea to set a minimum grade that the students must reach before going to the next lesson. The only materials that the students have to study for the unit tests will be their questions and answers. If their papers have numerous mistakes, they will not do well on the tests. In my classes, I required that the students score at least 90% before going to the next lesson. That's not really as bad as it seems. During the 1984 school year, my students averaged 91.78% on the assignments.

MUST #6 RECORDING LESSONS

I know that this will seem like unnecessary paper work, but you should keep a record of the lessons that the students have done. If you don't, you may have some students needlessly doing assignments over and over again or continually doing the "easy" ones to get good grades.

Following this section on MUSTS is a checklist that you can use to keep a record of each of the students' lessons. If the student handed in an unacceptable lesson, I put a / (slash) under the lesson number. When it was corrected and handed in again, I put an X over the slash. It is also good to give checklists to the students so that they can also keep a record of what they have done and what they still need to do.

MUST #7 DOTS

A dot has been placed in front of each of the higher level reasoning questions in the lessons. These questions cannot be answered by reading the lesson. If you alert the students to the purpose of these dots, they will not waste time trying to find the answers in the lesson.

CONSUMABLES NEEDED TO BE DUPLICATED
BY THE TEACHER

Unit A:

A,1,2 - Word Search
A,4,2 - Word Search

Unit B:

B,7,2 - Word Search

Unit C:

C,9,2 - Word Search
C,12,3 - Pocket Resume

Unit D:

D,13,2 - Word Search
D,13,4 - Word Search
D,13,6 - Word Search
D,16,3 - Copy of Application in Lesson
D,16,5-D,16,10 - 6 Applications from Community Businesses

Unit E:

E,17,2 - Word Search

Unit F:

F,20,2 - Word Search

Unit G:

G,29,2 - Word Search

Unit H:

H,32,2 - Word Search
H,33,5 - A Copy of an Application for a Social Security Card
H,33,9 - A Copy of an Employee's Withholding Exemption Certificate
H,33,10 - A Copy of a Group Insurance Application from an Insurance Company in the Community

Unit I:

I,37,2 - Word Search

Unit J:

J,42,2 - Word Search

Consumables Needed By Teacher (2 of 2)

Unit K:

K,45,2 - Word Search

Unit L:

L,48,2 - Word Search

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MATERIALS NEEDED TO BE PROVIDED BY TEACHER

Unit A:

A,3,7 - Want Ads from Newspaper
A,3,8 - Want Ads from Newspaper
A,4,8 - Telephone Book

Unit B: None

Unit C: None

Unit D:

D,16,2 - Telephone Book
D,16,5-D,16,10 - 6 Applications from Businesses in the Community

Unit E: None

Unit F: None

Unit G: None

Unit H:

H,33,3 - Telephone Book
H,33,5 - Application for a Social Security Card
H,33,9 - Employee's Withholding Exemption Certificate
H,33,10 - Group Insurance Application from an Insurance Company in the Community

Unit I: None

Unit J: None

Unit K: None

Unit L: None

CHECKLIST OF ASSIGNMENTS

UNIT A	1 1	1 2	1 3	2 1	2 2	2 3	3 1	3 2	3 3	3 4	3 5	3 6	3 7	3 8	4 1	4 2	4 3	4 4	4 5	4 6
	4 7	4 8	5 1	5 2	5 3	6 1	6 2	TEST												
UNIT B	7 1	7 2	7 3	8 1	8 2	8 3	8 4	8 5	8 6	TEST										
UNIT C	9 1	9 2	9 3	10 1	10 2	10 3	11 1	11 2	11 3	11 4	11 5	11 6	11 7	11 8	12 1	12 2	12 3	12 4	TEST	
UNIT D	13 1	13 2	13 3	13 4	13 5	13 6	13 7	14 1	14 2	14 3	14 4	14 5	15 1	15 2	15 3	15 4	15 5	16 1	16 2	16 3
	16 4	16 5	16 6	16 7	16 8	16 9	16 10	TEST												
UNIT E	17 1	17 2	17 3	18 1	18 2	19 1	19 2	19 3	TEST											
UNIT F	20 1	20 2	20 3	21 1	21 2	21 3	21 4	21 5	21 6	22 1	22 2	22 3	23 1	23 2	23 3	23 4	24 1	24 2	25 1	25 2
	25 3	25 4	26 1	26 2	26 3	26 4	26 5	27 1	27 2	27 3	27 4	27 5	28 1	28 2	TEST					
UNIT G	29 1	29 2	29 3	30 1	30 2	31 1	31 2	TEST												
UNIT H	32 1	32 2	32 3	33 1	33 2	33 3	33 4	33 5	33 6	33 7	33 8	33 9	33 10	34 1	34 2	35 1	35 2	35 3	36 1	36 2
	36 3	TEST																		
UNIT I	37 1	37 2	37 3	38 1	38 2	38 3	38 4	39 1	39 2	39 3	40 1	40 2	TEST							
UNIT J	41 1	41 2	41 3	42 1	42 2	42 3	43 1	43 2	44 1	44 2	TEST									
UNIT K	45 1	45 2	45 3	46 1	46 2	46 3	47 1	47 2	TEST											
UNIT L	48 1	48 2	48 3	49 1	49 2	TEST														

HELPFUL TO KNOW FOR THE TEACHER

by Gary Dilbaitis

Here are some "HELPFUL TO KNOW" hints that I have discovered in the five years plus that I have used this curriculum.

HELPFUL #1 CORRECTING WORK

I gave my students a choice on how to correct unacceptable assignments. They could completely rewrite the assignment and get the grade earned (Example: 80% on first assignment, 100% on rewritten, corrected assignment = 80%, 100%). The other choice was simply to correct the questions that they missed. If they chose the second option they would not receive as high a grade. (Example: 80% on first assignment, 100% on corrected assignment = 80%, 90%). I would only give them one half of the difference between the first grade and the second grade. Most of the students opted for the first choice.

HELPFUL #2 IEP'S

Following the section on HELPFUL TO KNOW FOR THE TEACHER is a form for the Vocational Component to the Individualized Education Plan that you can use if you are so inclined.

HELPFUL #3 UTILIZATION OF THE CURRICULUM

A. INDIVIDUALIZED

If you chose to individualize your classes as I do, here are some hints you might want to try.

HINT #1: File Folders

I made three copies of each lesson, and put each lesson in an individual folder in a file cabinet drawer. This enabled more than one student to work on a unit at a time. It also saved me time because I did not have to run to a duplicator every other day because someone lost or wrote on one of the lessons.

HINT #2: Refiling Lessons

In the beginning, I allowed the students to refile the lessons that they had completed. I thought I would save myself time. Unless your students have had a course in filing, this is not the way to save time. What a mess! It seemed that my students had no trouble finding the lessons they had to do, but they couldn't find the correct folder to refile them. I finally decided that it was much easier to do it myself or get a good, student aide.

HINT #3: Supplementary Material

It is a good idea to work on something else at least one day a week. Use some of the materials you already have been using to generate class discussion or assignments. You'll find that the students will enjoy the break from the lessons and so will you.

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HINT #4: Length of Time

It may be possible for a hard-working student to finish this curriculum (186 lessons) in less than a year, but if you supplement the curriculum with other materials that you have acquired, as I have, this can be a two year program.

HINT #5: Lesson #1

The first lesson in each unit and the first lesson in each module has an Objective, Rationale and Student Action.

The Objective tells the student what is to be accomplished in that unit or module.

The Rationale tells the student why the unit or module is to be done.

The Student Action lists all of the lessons in the unit or module.

So often we tell the students to do an assignment without telling them what they should learn from doing the lesson or why it is important.

In order for my students to understand these points, I required them to read the lesson number ones before going on to the other lessons. I quickly found out that they wouldn't read them because they weren't "getting credit" for reading them.

Notice that in the answer key by each lesson number one, it says (Option: Write out Objective and Rationale.) What I chose to do to get them to read these lessons was to give them an A+ for copying the Objective and Rationale. This seemed to make all of us happy. They were reading the "what" and "why" which satisfied me, and they were "getting credit" which satisfied them. (These A+'s were not figured in the lesson averages discussed in MUST TO KNOW FOR THE TEACHER but are figured into their grades).

B. SUPPLEMENTARY MATERIAL TO EXISTING PROGRAM

If you have material that you find works well in your classes, you may want to use this curriculum to supplement the materials you are now using. This curriculum could be used to further enhance what you are currently using.

C. TEXT

Although I have never tried to use this material as a textbook, it would seem to me that it could be utilized in this manner. However, the fact that you would have to duplicate as many copies of the curriculum as you have students in your classes might tend to make this option cost prohibitive.

D. SUPPLEMENTING A CURRICULUM GUIDE FOR PRE-EMPLOYMENT SKILLS by Steve Pollack.

Since this curriculum was developed from Steve Pollack's materials, Find It, Get It, Keep It... would supplement it quite well.

To use Find It, Get It, Keep It... as a supplement to A Curriculum Guide For Pre-Employment Skills you need to realize the in Get It, Find It, Keep It,... Pollack's Chapters have been changed to Units and Pollack's lessons have been changed to modules with a lesson or more in each of the modules.

HELPFUL #4 WRITE A LETTER

If you have any questions, concerns or comments about the curriculum, just write me a letter.

Gary J. Dilbaitis
% Southeast High School
2350 E. Ash
Springfield, Illinois 62703

INSTRUCTIONAL AREA____________________ STUDENT'S NAME:_______________

IMPLEMENTOR'S NAME:_______________

GOAL STATEMENT: To develop employment skills

SHORT TERM INSTRUCTIONAL OBJECTIVES

SHORT TERM OBJECTIVE (CONDITION, BEHAVIOR, CRITERIA)	EVALUATION PROCEDURE	OBJECTIVE MASTERED SCORE	 DATE
By ______________, given a 33 question test on each of the units covered, ______________ will correctly answer the questions with at least ___% accuracy.	Program Assessment: A. Sources of Employment B. Resumes		
By ______________, given a 33 question test on each of the units covered, ______________ will correctly answer the questions with at least ___% accuracy.	C. Initial Contact With Employers D. Applications E. Employment Tests		
By ______________, given a 33 question test on each of the units covered, ______________ will correctly answer the questions with at least ___% accuracy.	F. Job Interviews G. Rejection Shock H. Your're Hired		
By ______________, given a 33 question test on each of the units covered, ______________ will correctly answer the questions with at least ___% accuracy.	I. Job Survival J. Job Advancement K. Termination of Employment L. E.E.O.		
By ______________, given a 200 question test on each of the units that could have been covered, ______________ will correctly answer ___% of the questions.	Test		

INDIVIDUALIZED EDUCATIONAL PLAN
VOCATIONAL COMPONENT
SHORT TERM OBJECTIVES

NAME____________________

BEGUN________________

COMPLETED____________

UNIT A
SOURCES OF EMPLOYMENT - The student will be able to identify sources of employment and follow through to seek out information on possible jobs. Sources include people, want ads, employment agencies, civil service agencies, unions, apprenticeship programs, professional and trade organizations. The assignments will be completed with at least 70% accuracy.

BEGUN________________

COMPLETED____________

UNIT B
RESUMES - The student will learn the purpose and importance of writing a well-developed personal resume and will be able to write a resume to the satisfaction of the instructor. The assignments will be completed with at least 70% accuracy.

BEGUN________________

COMPLETED____________

UNIT C
INITIAL CONTACT WITH EMPLOYERS - The student will learn the different ways in which one is able to contact a potential employer. The assignments will be completed with at least 70% accuracy.

BEGUN________________

COMPLETED____________

UNIT D
APPLICATION FORMS - The student will be able to give important information neatly and accurately on application forms to employers so that the employers can evaluate the student for possible employment. The assignments will be completed with at least 70% accuracy.

BEGUN________________

COMPLETED____________

UNIT E
EMPLOYMENT TESTS - The student will learn the nature and purposes of employment tests and how to prepare for and take employment tests. The assignments will be completed with at least 70% accuracy.

BEGUN________________

COMPLETED____________

UNIT F
JOB INTERVIEWS - The student will be able to participate in a job interview, giving the prospective employer information about his/her qualifications and strengths that would help him/her on the job for which he/she is applying. The student will be able to communicate information as well as learn about the employer and the job from the interviewer. The assignments will be completed with at least 70% accuracy.

(2 of 2)

BEGUN________________

COMPLETED____________

UNIT G

REJECTION SHOCK - The student will learn to see the hazards of being "down" after unsuccessful tries to land a job and will be prepared to meet rejection shock during his/her job searches. The assignments will be completed with at least 70% accuracy.

BEGUN________________

COMPLETED____________

UNIT H

YOU'RE HIRED - The student will learn about some of the many things that happen and lead to finally getting a job and about things that will be required after he/she has been hired. The assignments will be completed with at least 70% accuracy.

BEGUN________________

COMPLETED____________

UNIT I

JOB SURVIVAL - The student will learn what to expect from a job and understand how better thinking skills, getting along with others and good work habits improve his/her chances for holding a job. The assignments will be completed with at least 70% accuracy.

BEGUN________________

COMPLETED____________

UNIT J

JOB ADVANCEMENT - The student will develop a positive outlook concerning the different parts it takes to succeed in the work role and will be able to tell the common traits for getting ahead on a job. The assignments will be completed with at least 70% accuracy.

BEGUN________________

COMPLETED____________

UNIT K

TERMINATION OF EMPLOYMENT - The student will learn the general guidelines for use in the proper and accepted ways of quitting a job. The assignments will be completed with at least 70% accuracy.

BEGUN________________

COMPLETED____________

UNIT L

EQUAL EMPLOYMENT OPPORTUNITY - The student will learn the nature, purpose and application of Equal Employment Opportunities. The assignments will be completed with at least 70% accuracy.

SECTION 2:

CURRICULUM

Unit A - Sources of Employment

Module 1. Introduction to Unit A

- Lesson 1. Reading the Objective, Rationale and Student Action for Unit A
- Lesson 2. Learning the Vocabulary Words for Unit A
- Lesson 3. Taking a Vocabulary Quiz

Module 2. People You Know

- Lesson 1. Reading the Objective, Rationale and Student Action for Module 2
- Lesson 2. Preparing a List of Contracts
- Lesson 3. Practicing Writing a Letter to a Contact

Module 3. Want Ads

- Lesson 1. Reading the Objective, Rationale and Student Action for Module 3
- Lesson 2. Learning the Most Common Words and Abbreviations Used in Want Ads
- Lesson 3. Taking a Quiz on Abbreviations
- Lesson 4. Learning How to Read and Understand Want Ads
- Lesson 5. Learning How to Read and Understand Want Ads
- Lesson 6. Learning How to Read and Understand Want Ads
- Lesson 7. Learning to Find Want Ads in the Newspaper
- Lesson 8. Learning to Find Want Ads in the Newspaper

Module 4. Employment Agencies

- Lesson 1. Reading the Objective, Rationale and Student Action for Module 4
- Lesson 2. Learning the Vocabulary for Module 4
- Lesson 3. Taking a Vocabulary Quiz
- Lesson 4. Learning about Public Employment Agencies
- Lesson 5. Learning about Services Offered to Job Seekers by Job Service
- Lesson 6. Learning about Services Offered to Job Seekers by Job Service
- Lesson 7. Learning about Private Employment Agencies
- Lesson 8. Learning Where Employment Agencies Are

Module 5. Your School

- Lesson 1. Reading the Objective, Rationale and Student Action for Module 5
- Lesson 2. Learning about High School Work-Study Programs
- Lesson 3. Learning about your School's Work-Study Programs

Module 6. Unions, Apprenticeships and Professional Organizations

- Lesson 1. Reading the Objective, Rationale and Student Action for Module 6

Lesson 2. Learning How Unions, Apprenticeships and Professional Organizations May Be Used in Getting a Job

Unit B - Resume

Module 7. Introduction to Unit B

Lesson 1. Reading the Objective, Rationale and Student Action for Unit B
Lesson 2. Doing a Word Search and Studying the Vocabulary Words
Lesson 3. Taking a Quiz on Vocabulary Words

Module 8. Learning How to Write a Resume

Lesson 1. Reading the Introduction to Module 8
Lesson 2. Learning the Purpose and Importance of Preparing a Good, Personal Resume
Lesson 3. Learning How to Develop, Organize and Prepare a Resume
Lesson 4. Developing the Information for a Resume
Lesson 5. Writing a Resume
Lesson 6. Evaluating Your Resume to Find any Mistakes That You Have Made

Unit C - Initial Contact With Employer

Module 9. Introduction to Unit C

Lesson 1. Reading the Objective, Rationale and Student Action for Unit C
Lesson 2. Doing the Word Search and Studying Vocabulary Words for Unit C
Lesson 3. Taking the Vocabulary Quiz for Unit C

Module 10. Telephone Techniques

Lesson 1. Reading the Introduction to Module 10
Lesson 2. Learning about Telephone Techniques
Lesson 3. Practicing a Telephone Call to Arrange a Job Interview

Module 11. Letter to Employers

Lesson 1. Reading the Introduction to Module 11
Lesson 2. Learning about the Types of Letters Sent to the Prospective Employer
Lesson 3. Learning How to Write a Letter of Introduction
Lesson 4. Writing a Letter of Introduction
Lesson 5. Learning How to Write a Letter of Application

Lesson 6. Learning the Do's and Don'ts in Writing a Letter of Application
Lesson 7. Writing a Letter of Application
Lesson 8. Addressing an Envelope

Module 12. The Walk-In Approach

Lesson 1. Reading the Introduction to Module 12
Lesson 2. Learning the Importance of the Walk-In Approach
Lesson 3. Developing a Pocket Resume
Lesson 4. Writing the Checklist for a Job Interview

Unit D - Application Forms

Module 13. Introduction to Unit D

Lesson 1. Reading the Objective, Rationale and Student Action for Unit D
Lesson 2. Learning the Vocabulary Words
Lesson 3. Taking a Vocabulary Quiz
Lesson 4. Learning the Vocabulary Words
Lesson 5. Taking a Vocabulary Quiz
Lesson 6. Learning the Vocabulary Words
Lesson 7. Taking a Vocabulary Quiz

Module 14. Abbreviations Used on Job Applications

Lesson 1. Reading the Objective, Rationale and Student Action for Module 14
Lesson 2. Learning the Most Common Abbreviations
Lesson 3. Learning the Most Common Abbreviations
Lesson 4. Taking a Quiz on Abbreviations
Lesson 5. Knowing the Abbreviations Used on Application Forms

Module 15. The Correct Way to Fill Out an Application

Lesson 1. Reading the Objective, Rationale and Student Action for Module 15
Lesson 2. Understanding the General Rules for Filling Out an Application
Lesson 3. Learning How to Fill Out the Personal Part of an Application
Lesson 4. Learning How to Fill Out the Education and Previous Employment Parts of an Application
Lesson 5. Learning How to Fill Out the Military and References Parts of an Application

Module 16. Filling Out Job Application Forms

Lesson 1. Reading the Objective, Rationale and Student Action for Module 16

- Lesson 2. Filling Out Information About References
- Lesson 3. Checking a Filled out Application for Mistakes
- Lesson 4. Answering Questions About a Completed Application Form
- Lesson 5. Filling Out an Application
- Lesson 6. Filling Out an Application
- Lesson 7. Filling Out an Application
- Lesson 8. Filling Out an Application
- Lesson 9. Filling Out an Application
- Lesson 10. Filling Out an Application

Unit E - Employment Tests

Module 17. Introduction to Unit E

- Lesson 1. Reading the Objective, Rationale and Student Action for Unit E
- Lesson 2. Learning the Vocabulary Words for Unit E
- Lesson 3. Taking a Vocabulary Quiz

Module 18. Types of Employment Tests

- Lesson 1. Reading the Objective, Rationale and Student Action for Module 18
- Lesson 2. Learning About the Different Kinds of Tests

Module 19. Preparing for Employment Tests

- Lesson 1. Reading the Objective, Rationale and Student Action for Module 19
- Lesson 2. Learning How to Prepare for Employment Tests

Unit F - Job Interviews

Module 20. Introduction to Unit F

- Lesson 1. Reading the Objective, Rationale and Student Action for Unit F
- Lesson 2. Studying the Vocabulary for Unit F
- Lesson 3. Taking a Vocabulary Quiz for Unit F

Module 21. Preparing for the Interview

- Lesson 1. Reading the Objective, Rationale and Student Action for Module 21
- Lesson 2. Learning the Purpose of a Job Interview
- Lesson 3. Preparing for an Interview
- Lesson 4. Comparing How and How Not to Use the Telephone
- Lesson 5. Learning About the Areas to Prepare for in an Interview

Lesson 6. Learning How to Act Before the Interview

Module 22. Personal Appearance

Lesson 1. Reading the Objective, Rationale and Student Action for Module 22
Lesson 2. Learning About Appropriate Appearance
Lesson 3. Personal Appearance Checklist

Module 23. Questions Frequently Asked

Lesson 1. Reading the Objective, Rationale and Student Action for Module 23
Lesson 2. Answering Questions Often Asked During an Interview
Lesson 3. Answering Questions Often Asked During an Interview
Lesson 4. Answering Questions Often Asked During an Interview

Module 24. Problem Questions

Lesson 1. Reading the Objective, Rationale and Student Action for Module 24
Lesson 2. Learning How to Handle Problem Questions

Module 25. The Interview From Your Side

Lesson 1. Reading the Objective, Rationale and Student Action for Module 25
Lesson 2. Learning About Some of the Ways That Employers Interview
Lesson 3. Making up Questions That You Can Ask
Lesson 4. Answering "Why Would You?" Questions

Module 26. The Interview From the Other Side

Lesson 1. Reading the Objective, Rationale and Student Action for Module 26
Lesson 2. Learning What Makes a Successful Interview
Lesson 3. Learning What "Turns Off" Interviewers
Lesson 4. Learning What Employers Look for in an Interview
Lesson 5. Deciding Whom to Hire

Module 27. The Do's and Don'ts of Job Interviews

Lesson 1. Reading the Objective, Rationale and Student Action for Module 27
Lesson 2. Studying the Things You Should Do at a Job Interview
Lesson 3. Studying the Things You Should Do at a Job Interview
Lesson 4. Studying the Things You Should Not Do at a Job Interview

- Lesson 5. Studying the Things You Should Not Do at a Job Interview

Module 28. The Simulated Interview

- Lesson 1. Reading the Objective, Rationale and Student Action for Module 28
- Lesson 2. Applying What You Have Learned About Interviewing

Unit G - Rejection Shock

Module 29. Introduction to Unit G

- Lesson 1. Reading the Objective, Rationale and Student Action for Unit G
- Lesson 2. Learning the Vocabulary Used in Unit G
- Lesson 3. Taking a Vocabulary Quiz

Module 30. Those Low-Down-Gotta-Get-Better-To-Die Blues

- Lesson 1. Reading the Objective, Rationale and Student Action for Module 30
- Lesson 2. Learning About Rejection Shock

Module 31. What To Do Until The Job Comes

- Lesson 1. Reading the Objective, Rationale and Student Action for Module 31
- Lesson 2. Learning How to Control Rejection Shock

Unit H - You're Hired

Module 32. Introduction to Unit H

- Lesson 1. Reading the Objective, Rationale and Student Action for Unit H
- Lesson 2. Learning the Vocabulary for Unit H
- Lesson 3. Taking a Vocabulary Quiz

Module 33. Forms to be Filled Out

- Lesson 1. Reading the Objective, Rationale and Student Action for Module 33
- Lesson 2. Learning about Important Forms
- Lesson 3. Learning about Social Security
- Lesson 4. Writing the Information for a Social Security Card
- Lesson 5. Filling Out an Application for a Social Security Card
- Lesson 6. Getting Information from Your Birth Certificate
- Lesson 7. Getting Information from Your Driver's License
- Lesson 8. Learning About Federal Income Tax

- Lesson 9. Filling Out an Employee's Withholding Exemption Certificate
- Lesson 10. Filling Out a Group Insurance Enrollment Card

Module 34. Unions and Contracts

- Lesson 1. Reading the Objective, Rationale and Student Action for Module 34
- Lesson 2. Learning About Unions, Professional Groups and Contracts

Module 35. Employee Benefits

- Lesson 1. Reading the Objective, Rationale and Student Action for Module 35
- Lesson 2. Learning About Employee Benefits
- Lesson 3. Learning More About Fringe Benefits

Module 36. Job Descriptions

- Lesson 1. Reading the Objective, Rationale and Student Action for Module 36
- Lesson 2. Learning About Job Descriptions
- Lesson 3. Learning About Things to Think About in Choosing a Job

Unit I - Job Survival

Module 37. Introduction to Unit I

- Lesson 1. Reading the Objective, Rationale and Student Action for Unit I
- Lesson 2. Studying the Vocabulary Words and Meanings for Unit I
- Lesson 3. Taking a Vocabulary Quiz

Module 38. Adjustment to Work

- Lesson 1. Reading the Objective, Rationale and Student Action for Module 38
- Lesson 2. Learning About the Adjustments Necessary on a Job
- Lesson 3. Learning About Your First Day on the Job
- Lesson 4. Learning the Do's and Don'ts of a Job

Module 39. You and Your Supervisor

- Lesson 1. Reading the Objective, Rationale and Student Action for Module 39
- Lesson 2. Learning About What Will Be Expected of You
- Lesson 3. Learning What You Can Expect From Your Boss

Module 40. You and the Other Workers

- Lesson 1. Reading the Objective, Rationale and Student Action for Module 40
- Lesson 2. Learning How to Get Along With the Other Workers

Unit J - Job Advancement

Module 41. Introduction to Unit J

- Lesson 1. Reading the Objective, Rationale and Student Action for Module 41
- Lesson 2. Learning the Vocabulary for Unit J
- Lesson 3. Taking a Vocabulary Quiz

Module 42. Promotions and Growth

- Lesson 1. Reading the Objective, Rationale and Student Action for Module 42
- Lesson 2. Learning Successful Job Actions
- Lesson 3. Learning How to Judge Yourself on the Job

Module 43. Preparing for a Promotion

- Lesson 1. Reading the Objective, Rationale and Student Action for Module 43
- Lesson 2. Learning How to Prepare for a Promotion

Module 44. How to Ask for a Raise or Promotion

- Lesson 1. Reading the Objective, Rationale and Student Action for Module 44
- Lesson 2. Learning About Asking for a Raise or Promotion

Unit K - Termination of Employment

Module 45. Introduction to Unit K

- Lesson 1. Reading the Objective, Rationale and Student Action for Unit K
- Lesson 2. Learning the Vocabulary for Unit K
- Lesson 3. Taking a Vocabulary Quiz

Module 46. How to Leave a Job

- Lesson 1. Reading the Objective, Rationale and Student Action for Module 46
- Lesson 2. Learning How to Set Up a Good Job Reference
- Lesson 3. Learning the Wrong Way to Leave a Job

Module 47. Resigning From a Job

- Lesson 1. Reading the Objective, Rationale and Student Action for Module 47
- Lesson 2. Learning How to Resign

Unit L - Equal Employment Opportunity (E.E.O.)

Module 48. Introduction to Unit L

- Lesson 1. Reading the Objective, Rationale and Student Action for Module 48
- Lesson 2. Studying the Vocabulary Words for Unit L
- Lesson 3. Taking a Vocabulary Quiz

Module 49. What Equal Employment Opportunity Means

- Lesson 1. Reading the Objective, Rationale and Student Action for Module 49
- Lesson 2. Learning About E.E.O.

UNIT A: SOURCES OF EMPLOYMENT (1 of 2)

MODULE 1: INTRODUCTION TO UNIT A

LESSON 1: READING THE OBJECTIVE, RATIONALE AND STUDENT ACTION

DIRECTIONS FOR THE STUDENT: Read the Objective, Rationale and Student Action which tells about the areas you will be studying in Unit A.

OBJECTIVE: You will be able to identify sources of employment and be able to follow through to find information on possible jobs. Sources include people, want ads, employment agencies, civil service agencies, unions, apprenticeship programs and professional and trade groups.

RATIONALE: Every job search has a starting point. Looking at sources of employment will help you decide the path of your job search.

This unit will help you look for employment through people that you know, classified ads, employment agencies (public and private), placement services of local schools, unions, apprenticeship programs, professional and trade groups and civil service agencies.

STUDENT ACTION: Module 1: Introduction to Unit A

- Lesson 1 - Reading the Objective, Rationale and Student Action for Unit A
- Lesson 2 - Learning the Vocabulary Words for Unit A
- Lesson 3 - Taking a Vocabulary Quiz

Module 2: People You Know

- Lesson 1 - Reading the Objective, Rationale and Student Action for Module 2
- Lesson 2 - Preparing a List of Contacts
- Lesson 3 - Practicing Writing a Letter to a Contact

Module 3: Want Ads

- Lesson 1 - Reading the Objective, Rationale and Student Action for Module 3
- Lesson 2 - Learning the Most Common Words and Abbreviations Used in Want Ads
- Lesson 3 - Taking a Quiz on Abbreviations
- Lesson 4 - Learning How to Read and Understand Want Ads
- Lesson 5 - Learning How to Read and Understand Want Ads

Lesson 6 - Learning How to Read and Understand Want Ads
Lesson 7 - Learning to Find Want Ads in the Newspaper
Lesson 8 - Learning to Find Want Ads in the Newspaper

Module 4: Employment Agencies

Lesson 1 - Reading the Objective, Rationale and Student Action for Module 4
Lesson 2 - Learning the Vocabulary for Module 4
Lesson 3 - Taking a Vocabulary Quiz
Lesson 4 - Learning about Public Employment Agencies
Lesson 5 - Learning about Services Offered to Job Seekers by Job Service
Lesson 6 - Learning about Services Offered to Job Seekers by Job Service
Lesson 7 - Learning about Private Employment Agencies
Lesson 8 - Learning Where Employment Agencies are

Module 5: Your School

Lesson 1 - Reading the Objective, Rationale and Student Action for Module 5
Lesson 2 - Learning about High School Work-Study Programs
Lesson 3 - Learning about your School's Work-Study Programs

Module 6: Unions, Apprenticeships and Professional Organizations

Lesson 1 - Reading the Objective, Rationale and Student Action for Module 6
Lesson 2 - Learning How Unions, Apprenticeships and Professional Organizations May Be Used in Getting a Job

STUDENT DIRECTION: Go to Module 1, Lesson 2.

UNIT A: SOURCES OF EMPLOYMENT (1 of 2)

MODULE 1: INTRODUCTION TO UNIT A

LESSON 2: LEARNING THE VOCABULARY WORDS FOR UNIT A

COMPETENCY: You will learn the vocabulary needed to understand Unit A, Sources of Employment.

SUPPLIES: Word search, pen/pencil

STUDENT ACTION:

1. DO NOT WRITE ON THESE PAGES.
2. Put your name on the word search.
3. Circle each of the vocabulary words in the word search.
4. Study the vocabulary words and meanings.
5. When you feel that you know the meanings of the words, go to Lesson 3, Vocabulary Quiz.

VOCABULARY WORDS AND MEANINGS:

1.	employer	- the person in a company who hires people for jobs
2.	confidence	- the ability to be sure of yourself
3.	vacancy	- an opening for a job
4.	occupation	- another word for a job
5.	want ads	- a list of jobs in a newspaper
6.	qualifications	- skills, knowledge or abilities that fit a person for a certain job
7.	fringe benefits	- extras given a worker in addition to salary
8.	application	- form filled out in order to try to get a job
9.	temporary	- lasting for only a short time
10.	agency	- business that helps people
11.	advertise	- to make public
12.	experience	- skills and knowledge a person has gained from working on jobs
13.	column	- a vertical (up and down) line of words
14.	situation	- position or place of employment
15.	apply	- to try to get a job
16.	description	- the way something has been described

17. requirements - things needed for a person to be hired

18. background - those things that have happened in the past

19. graduate - having received a diploma from a school

20. salary - money a person gets for working

21. interview - talking to an employer about getting a job

22. abbreviate - to shorten the spelling of a word

23. garnish - to legally take money from a paycheck because of non-payment of bills

24. contract - an agreement between a company and its employees

25. annual - yearly, happening every year

PERFORMANCE CHECK: When the word search is completed, hand it to the teacher to be graded.

UNIT A, MODULE 1, LESSON 2, WORD SEARCH NAME________________

EMPLOYER
CONFIDENCE
VACANCY
OCCUPATION
WANT ADS
QUALIFICATIONS
FRINGE BENEFITS
APPLICATION
TEMPORARY
AGENCY
ADVERTISE
EXPERIENCE
COLUMN
SITUATION
APPLY
DESCRIPTION
REQUIREMENTS
BACKGROUND
GRADUATE
SALARY
INTERVIEW
ABBREVIATE
GARNISH
CONTRACT
ANNUAL

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C I L P P A S T E E L E C O L U M N E Q A
V A C A N C Y C O L O M N E X P E R I E D
A N M O U L O C A L E C N E I R E P X E V
B A C K L R O U N N O I T A P U C C O I E
B S T I F I M E B E G N A R F R E R E F R
R W O M A M P M P R A E X [ E B O O M C T
E A A P P L I C A T I O N X E Y E U E T I
V S A N N O U N T E M E N T W L R Q L A S
I E O S T O U R N A M E N T E P O E O S E
A N R U O A G E N C Y I T E M P O R A R Y
T A S T T E D A I L R E Q U I A E N E M T
E T R B U S G S R F F E W E I V R E T N I
P O E A L A S A L A R Y Y E D I F N O C S
S T Q C O N I T R N O Y R O R O P M E T N
I C U K A P B L I C A T O I L P P A P P O
T A I G G E W B R F R I E S A P I S P H I
U R R R E I I R A X E R T A S A M P M E T
A T E O N T E R S C C N Y P U A C E E I A
T N M U G A R N E S A L E R I R C A T N C
I O E N E U K N B P E T A B F N E N I R I
O C N D Y T E C H E X T Y O E A R T E A F
N U T E M I L S A L A E A D L G A S N G I
R A S H R S I S H B E E I U S A N T E I L
E C P E M N L O Y E R F B E D A U I S D A
M A P D R A D V E R N I R E N A L N R E U
P X A A B B R E V O A T E I G E R A N F Q
E W G A R D E S C R I P T I O N B G S A S
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UNIT A: SOURCES OF EMPLOYMENT (1 of 3)

MODULE 1: INTRODUCTION TO UNIT A

LESSON 3: TAKING A VOCABULARY QUIZ

COMPETENCY: This quiz is to see if you know the meaning of the vocabulary words for Unit A.

SUPPLIES: Paper, pen/pencil

STUDENT ACTION:

1. DO NOT WRITE ON THESE PAGES.
2. On a separate sheet of paper, write your name, Unit A, Module 1, Lesson 3.
3. Number your paper 1 to 25.
4. By the number of each word, write the letter (a,b,c) which tells what the word means.

VOCABULARY:

1.	abbreviate	A) lasting only a short time B) to shorten the spelling of a word C) the way something has been described
2.	advertise	A) to make public B) to try and get a job C) yearly, happening every year
3.	confidence	A) the ability to be sure of yourself B) money a person gets for working C) form filled out in order to be hired
4.	annual	A) those things that have happened in the past B) a vertical (up and down) line of words C) yearly, happening every year
5.	want ads	A) an agreement between a company and its employees B) a list of jobs in a newspaper C) talking to an employer about getting a job
6.	employer	A) the person in a company who hires people for jobs B) to try to get a job C) skills and knowledge a person has gained from working on jobs
7.	requirements	A) another word for a job B) things needed for a person to be hired C) having received a diploma from a school
8.	agency	A) another word for job B) business that helps people C) to make public
9.	application	A) opening for a job B) talking to an employer about getting a job C) form filled out in order to try to get a job

10.	salary	A) money a person gets for working B) a vertical (up and down) line of words position or place of employment
11.	vacancy	A) opening for a job B) skills and knowledge a person has gained from working on jobs C) money a person gets for working
12.	qualifications	A) skills and knowledge a person has gained from working on jobs B) form filled out in order to try to get a job C) skills, knowledge or abilities that fit a person for a certain job
13.	situation	A) things needed for a person to be hired B) legally taking money from a paycheck because of non-payment of bills C) position or place of employment
14.	occupation	A) another word for a job B) the person in a company who hires people C) business that helps people
15.	contract	A) extras given a worker in addition to salary B) an agreement between a company and its employees C) a list of jobs in the newspaper
16.	interview	A) business that helps people B) to shorten the spelling of a word C) talking to an employer about getting a job
17.	fringe benefits	A) an agreement between a company and its employees B) opening for a job C) extras given a worker in addition to salary
18.	apply	A) business that helps people B) things that are needed for a person to be hired C) to try to get a job
19.	background	A) those things that have happened in the past B) form filled out in order to try to get a job C) another word for job
20.	graduate	A) having received a diploma from a school B) position or place of employment C) skills and knowledge a person has gained from working on jobs
21.	experience	A) the way something has been described B) extras given a worker in addition to salary C) skills and knowledge a person has gained from working on jobs

22.	temporary	A) legally taking money from a paycheck because of non-payment of bills B) position or place of employment C) lasting only a short time
23.	column	A) a vertical (up and down) line of words B) to try to get a job C) to make public
24.	description	A) the way something has been described B) form filled out in order to try to get a job C) opening for a job
25.	garnish	A) legally taking money from a paycheck because of non-payment of bills B) to make public C) opening for a job

PERFORMANCE CHECK: When the quiz has been completed, hand to the teacher to be graded.

UNIT A: SOURCES OF EMPLOYMENT

MODULE 2: PEOPLE YOU KNOW

LESSON 1: READING THE OBJECTIVE, RATIONALE AND STUDENT ACTION FOR MODULE 2

DIRECTIONS FOR THE STUDENT: Read the Objective, Rationale and Student Action which lists the lessons that you will need to do.

OBJECTIVE: You will learn about different sources of employment and follow through to find information on possible jobs. Sources include people, want ads, employment agencies, civil service agencies, union apprenticeship programs and professional and trade organizations. In the following lessons, you will take a look at people that you know as a source of employment.

RATIONALE: Every job search has a starting point. Looking at sources of employment will help you in your job hunt. The following lessons will help you look for employment through people that you know.

STUDENT ACTION: Lesson 1 - Reading the Introduction to Module 2

Lesson 2 - Preparing a List of Contacts

Lesson 3 - Practicing Writing a Letter to a Contact

STUDENT DIRECTION: Go to Module 2, Lesson 2.

UNIT A: SOURCES OF EMPLOYMENT

MODULE 2: PEOPLE YOU KNOW

LESSON 2: PREPARING A LIST OF CONTACTS

COMPETENCY: You will prepare a list of contacts who could help you find a job.

STUDENT ACTION:

1. DO NOT WRITE ON THIS PAGE.
2. On a separate sheet of paper, write your name, Unit A, Module 2, Lesson 2.

•3. On your sheet of paper, write the names of five people who you feel could help you find a job.

•4. After each person's name, write the following information:

    A) his/her address, zip code and telephone number
    B) Write a sentence telling how this person could help you find a job.

PERSON'S NAME	ADDRESS	TELEPHONE #	HOW COULD THIS PERSON HELP YOU
1.			
2.			
3.			
4.			
5.			

PERFORMANCE CHECK: When the list has been finished, hand to the teacher to be graded.

UNIT A:	SOURCES OF EMPLOYMENT	(1 of 2)
MODULE 2:	PEOPLE YOU KNOW	
LESSON 3:	PRACTICING WRITING A LETTER TO A CONTACT	
COMPETENCY:	You will learn how to write a letter to a person to try to get him or her to help you find a job.	
STUDENT ACTION:	1. DO NOT WRITE ON THESE PAGES. 2. On a separate sheet of paper, write your name, Unit A, Module 2, Lesson 3. 3. Read the following information, then write a letter to a friend, trying to get him or her to help you find a job.	

WRITING A LETTER TO A CONTACT

When they are looking for a job, people often forget about their friends and people they know.

Whether or not your friends or people you know have jobs, they still could help you find a job. How? Easily! They know more people than just you. They have other friends, relatives and people whom they know, too. What you need to do is let them know you are looking for a job and that you surely could use their help.

One way of letting them know is by writing a letter to them. Sure, you could just call them or go visit them to let them know, but the best way to get the idea across to them is to write them a letter. Anyway, who does not like to get mail--especially if it is not a bill!

For this reason, you are to write a letter to someone you know. In the letter, you are going to ask them to help you find a job.

The guide on page 2 will help you write the letter. You can use this guide, writing it on your own paper and filling in the blanks with your own information. If you do not want to use the following guide, you can write your own letter.

DO NOT WRITE ON THIS PAGE

(Your Address)
(City, State and Zip Code)
(Today's date)

Dear (person's name),

How are you doing? I just thought that I'd write you a letter to let you know what I've been going lately. (Here write a sentence or two telling him/her what you have been doing since you last saw or talked to him/her).

By the way, I'm in a work program this year at (name of your high school). I'm in school part of the day, and I go to work the other part of the day. The only bad part of this schedule is that I don't have a job yet.

I'd sure like it if you would let me know if you or any of your friends hear of any job openings. (Here, write a sentence or two about the kind of work that you would like to do).

If you do hear of anything, please call me at (your phone number and when you can be reached).

Thanks.

Sincerely,

(Your signature)

PERFORMANCE CHECK: When the letter is completed, hand to the teacher to be graded.

UNIT A: SOURCES OF EMPLOYMENT

MODULE 3: WANT ADS

LESSON 1: READING THE OBJECTIVE, RATIONALE AND STUDENT ACTION FOR MODULE 3

DIRECTIONS FOR THE STUDENT: Read the following Objective, Rationale and Student Action.

OBJECTIVE: You will be able to identify sources of employment and follow through to find information on possible jobs. Sources include people you know, want ads, employment agencies, civil service agencies, union apprenticeship programs and professional and trade organizations. In this module, you will learn how to find, read and understand want ads.

RATIONALE: Every job search has a starting point. Looking at sources of employment will help you decide the path of your job search. The following lessons will help you use want ads as a source of employment.

STUDENT ACTION: Module 3: Want Ads

Lesson 1 - Reading the Objective, Rationale and Student Action for Module 3
Lesson 2 - Learning the Most Common Words and Abbreviations Used in Want Ads
Lesson 3 - Taking the Quiz on Abbreviations
Lesson 4 - Learning How to Read and Understand Want Ads
Lesson 5 - Learning How to Read and Understand Want Ads
Lesson 6 - Learning How to Read and Understand Want Ads
Lesson 7 - Learning to Find Want Ads in the Newspaper
Lesson 8 - Learning to Find Want Ads in the Newspaper

STUDENT DIRECTION: Go to Module 3, Lesson 2.

UNIT A: SOURCES OF EMPLOYMENT (1 of 2)

MODULE 3: WANT ADS

LESSON 2: LEARNING THE MOST COMMON WORDS AND ABBREVIATIONS USED IN WANT ADS

COMPETENCY: By knowing the commonly used words in want ads and the abbreviations for those words, you will be prepared to read and understand want ads.

SUPPLIES: NONE

STUDENT ACTION:

1. DO NOT WRITE ON THESE PAGES.
2. Study the list of words and abbreviations below.
3. When you feel that you know the words and abbreviations, go to Lesson 3 (Quiz on Abbreviations).

LIST OF ABBREVIATIONS USED IN WANT-ADS

adv.	- advertising
aft.	- after
a.m.	- morning
appt.	- appointment
asst.	- assistant (helper)
b.a.	- board assistant
bet.	- between
bgn.	- begin or beginning
bldg.	- building
bus.	- business
clk.	- clerk
coll.	- college
comm.	- commission (pay based on how much business you do)
co.	- company
const.	- construction
corp.	- corporation
dept.	- department
dir.	- director
div.	- division (part of a (company)
elec.	- electric
empl.	- employment
eqpt.	- equipment
etc.	- etcetera (Latin for and so on)
eves.	- evenings
exc.	- excellent
exp.	- experience
ext.	- extension
ftr.	- future
gd.	- good
gen.	- general
grad.	- graduate
hosp.	- hospital

LIST OF ABBREVIATIONS USED IN WANT-ADS

hqtrs.	-	headquarters
hr.	-	hour
hrly.	-	hourly
H.S.	-	high school
hvy.	-	heavy
incl.	-	including
ind.	-	industrial
ins.	-	insurance
jr.	-	junior (beginner or assistant)
lic.	-	license
lt.	-	light (a little)
mach.	-	machine
maint.	-	maintenance
manuf.	-	manufacturing
mech.	-	mechanic or mechanical
med.	-	medical
mgr.	-	manager
mo.	-	month/monthly
nec.	-	necessary
op., oper.	-	operator/operate
pd.	-	paid
p.m.	-	afternoon/evening
pref.	-	prefer/preferred
pt.	-	part/part-time
rm.	-	room
ref., refs.	-	reference/references
sal.	-	salary
secy.	-	secretary
sh., shrhd.	-	shorthand
sr.	-	senior
temp.	-	temporary
trnee.	-	trainee (beginner)
typ.	-	typing/typist
U-W	-	underwriter (insurance company salesperson)
wk.	-	week/work
wkr.	-	worker
wpm	-	words per minute (typing)
yr.	-	year

PERFORMANCE CHECK: None. When you feel that you know the abbreviations, go to Lesson #3 - Quiz on Abbreviations.

UNIT A: SOURCES OF EMPLOYMENT (1 of 3)

MODULE 3: WANT ADS

LESSON 3: TAKING A QUIZ ON ABBREVIATIONS

COMPETENCY: This quiz is to see if you know the abbreviations of words commonly used in want ads.

SUPPLIES: Paper, pen/pencil

STUDENT ACTION:

1. DO NOT WRITE ON THESE PAGES.
2. On a separate sheet of paper, write your name, Unit A, Module 3, Lesson 3.
3. Number your paper 1 to 70.
4. Choose the correct abbreviation and write the word and the abbreviation next to the number.

1. extension - etn./ext./exn.
2. machine - mach./macn./mae.
3. paid - pa./pd./pi.
4. business - bun./bsn./bus.
5. college - col./colg./coll.
6. hourly - hry./holy./hrly.
7. advertising - aver./adv./avt.
8. general - gen./ger./gel.
9. salary - sar./sal./say.
10. afternoon/evening - p.m./a.e./a.m.
11. year - yr./ye./ya.
12. assistant/helper - ast./att./asst.
13. hospital - hos./hop./hosp.
14. part or part-time - pt./prt./ptt.
15. after - aft./af./afr.
16. senior - sen./sr./se.
17. industrial - ind./ins./inu.

18. trainee (beginner) - trnee./trne./tnee.
19. junior - jr./ju./jn.
20. director - dic./dio./dir.
21. reference - ref./rec./ren.
22. appointment - apt./appt./apmt.
23. prefer - pre./prer./pref.
24. good - gd./go./god.
25. manager - mag./man./mgr.
26. typing/typist - typ./tpt./tyst.
27. room - rm./ro./rom.
28. morning - mor./a.m./p.m.
29. monthly - mo./mty./mthy.
30. worker - wkr./wrkr./wrer.
31. secretary - sry./secr./secy.
32. between - bew./ben./bet.
33. necessary - nec./nes./necs.
34. temporary - temo./tery./temp.
35. high school - hisc./H.S./his.
36. week/work - wek./wrk./wk.
37. underwriter - unw./U-W/unr.
38. words per minute - wds./wopmt./wpm
39. shorthand - shrhd./srnd./shthd.
40. and so on - etc./aso./anson.
41. manufacturing - manuf./manfg./manfrng.
42. clerk - ck./cr./clk.
43. medical - med./mec./mel.
44. company - co./cm./cpy.

45. license - lic./lin./lis.
46. including - inc./incg./incl.
47. operator - optr./oper./opat.
48. evenings - ev./eng./eves.
49. maintenance - maint./mat./mntce.
50. electric - etc./eltrc./elec.
51. board assistant - bdas./b.a./bass.
52. heavy - hy./hev./hvy.
53. excellent - exc./exl./ext.
54. building - buld./bldg./bng.
55. construction - cost./cons./const.
56. commission - com./comm./cons.
57. equipment - eqpt./eqtm./eqmt.
58. insurance - ince./inse./ins.
59. future - fur./ftr./fte.
60. department - dept./detmt./depmt.
61. mechanic/mechanical - mecl./mech./menl.
62. light (a little) - li./lt./lgt.
63. hours/hour - hr./ho./hou.
64. experience - exe./exc./exp.
65. employment - empl./empo./empt.
66. corporation - cotn./corn./corp.
67. headquarters - hqtrs./hers./heqters.
68. division - dion./div./dis.
69. begin/beginning - begn./beng./bgn.
70. graduate - grad./gadt./grat.

PERFORMANCE CHECK: When the quiz has been completed, hand to the teacher to be graded.

UNIT A: SOURCES OF EMPLOYMENT

MODULE 3: WANT AD

LESSON 4: LEARNING HOW TO READ AND UNDERSTAND WANT ADS

COMPETENCY: Given want ads to read, you will be able to answer questions about the want ads.

SUPPLIES: Pen/pencil and paper

STUDENT ACTION:

1. DO NOT WRITE ON THIS PAGE.
2. On a separate sheet of paper, write your name, Unit A, Module 3, Lesson 4.
3. On your paper, write out and answer the ten (10) questions that are next to the want ads.

SLEEPRITE MOTEL NEEDS
pt. and full time WAITRESSES
A.M. and P.M. shifts avail.
MUST enjoy working with people
exp. helpful but not nec.
NO CALLS PLEASE!
Apply in person bet. 4:00 and
6:30 P.M. M.,W. or F. at
personnel office.

1. What job is being advertised?
2. When would you be working?
3. What is the requirement for the job?
4. Is experience necessary?
5. How do you apply for the job?
6. When do you apply for the job?
7. Where do you apply for the job?

EVERYBODY LOVES A WINNER!
If you are looking for an exc.
job and the chance to become a
member of a winning team, MR.
D'S has sev. positions available.
Cashiers (exp. nec.)
HRS. 10-4PM
DRINK PERSON (exp. nec.)
HRS. 11-3 and 4-7PM
Dining Room Att. (no exp. nec.)
HRS. 11-3PM
ABOVE POSITIONS AVAIL.
MON. THR. SUN.
APPLY AT: Job Service
923 So. 6th

MR. D'S E.E.O.

8. What jobs require experience?
9. Where do you apply?
10. What days would you have to work?

PERFORMANCE CHECK: When the 10 questions have been written out and answered, hand to the teacher to be graded.

UNIT A: SOURCES OF EMPLOYMENT

MODULE 3: WANT ADS

LESSON 5: LEARNING HOW TO READ AND UNDERSTAND WANT ADS

COMPETENCY: Given want ads to read, you will be able to answer questions about the want ads.

SUPPLIES: Paper, pen/pencil

STUDENT ACTION:

1. DO NOT WRITE ON THIS PAGE.
2. On a separate sheet of paper, write your name, Unit A, Module 3, Lesson 5.
3. On your paper, write out and answer the ten (10) questions that are next to the want ads.

COOKS

Exp. pref. Apply in person
only bet. 2 and 4 PM
BURGER BIGGY
1234 South Reaves Ave.

1. What job is available?
2. Where is the job?
3. How do you apply?
4. When do you apply?
5. Do you have to know how to cook?

HELP WANTED

pt. pm. and weekends
some days
apply in person
9AM to 5PM
WEEZI'S CHEESE SHOP
1333 No. South St.
Ref. Required

6. What job is available?
7. When would you work?
8. How do you apply?
9. Where do you apply?
10. What is required?

PERFORMANCE CHECK: When the ten (10) questions have been written out and answered, hand to the teacher to be graded.

UNIT A: SOURCES OF EMPLOYMENT (1 of 2)

MODULE 3: WANT ADS

LESSON 6: LEARNING HOW TO READ AND UNDERSTAND WANT ADS

COMPETENCY: Given want ads to read, you will be able to answer questions about the want ads.

SUPPLIES: Paper, pen/pencil

STUDENT ACTION:

1. DO NOT WRITE ON THESE PAGES.
2. On a separate sheet of paper, write your name, Unit A, Module 3, Lesson 6.
3. On your sheet of paper, write out and answer the ten (10) questions using the want ads.

(A)
ATTN., College students:
want gd. hrs., great
EARNINGS?
Ask about door-to-door
BRUSH-FLUSH
SALES
555-1212 ask for Gary

(B)
DENTAL LAB
MODEL TRIMMERS
pt. 4-6 hrs. per day
No exp. nec., we shall
train
reply by resume
BOX GKJ JOURNAL-TIMES

(C)
ENJOY NEEDLECRAFT? Above
average pay? For interview,
call 143-1176, bet. 6 and
9 pm.

(D)
Lt. typ., good with figures
and calculator. Knowledge of
Bookkeeping
helpful, send handwritten resume
to
BOX LP 107 JOURNAL-TIMES

(E)
Pt. sales for pm. and weekends
exp. pref.
Apply MANLY CLOTHES
Greenparks Mall during bus. hrs.

1) If you want a job doing office work, what would you do?

2) If you enjoyed selling things, for what two jobs might you apply?

3) Do you need experience to work in the dental laboratory? Why or why not?

4) If you were in college and wanted a part-time job, what would you do?

5) What are the three requirements to get a job as a yardman/handyman?

6) What would you do if you liked sewing?

7) Is the job at the dental laboratory full time or part-time?

8) What does "exp. pref." mean in ad E?

9) What time would you call for an interview for a job doing needlecraft?

10) What would you do if you wanted a job as a yardman/handyman?

(F)
YARDMAN/HANDYMAN
1-2 days per wk. in summer and
as needed in winter. Reliable,
honest and gd. refs. a must.
Call GJD's Employment Agency
1-555-2255, 9-5, M,W,Th, or F.

PERFORMANCE CHECK: When the ten (10) questions have been written out and answered, hand to the teacher to be graded.

UNIT A: SOURCES OF EMPLOYMENT

MODULE 3: WANT ADS

LESSON 7: LEARNING TO FIND WANT ADS IN THE NEWSPAPER

COMPETENCY: You will be able to find want ads in the newspaper on jobs that you would like to apply for. You will be able to answer questions about those jobs.

SUPPLIES: Paper, pen/pencil, newspaper want ads

STUDENT ACTION:

1. DO NOT WRITE ON THIS PAGE.
2. On a separate sheet of paper, write your name, Unit A, Module 3, Lesson 7.
3. Get a copy of the newspaper want ads.
4. On your paper, copy two want ads from a newspaper about jobs that you would like to apply for.
5. Below the want ads, write out and answer the following ten (10) questions about the two want ads.

    1. Name of job? (if given)
    2. Location of job? (if given)
    3. Name of company? (if given)
    4. Whom to call or write to apply? (if given)
    5. Where to apply? (if given)
    6. When to apply? (if given)
    7. Requirements? (if given)
    8. Hours to be worked? (if given)
    9. Salary (if given)
    10. What experience is needed? (if any)

PERFORMANCE CHECK: When the 10 questions have been written out and answered, hand to the teacher to be graded.

UNIT A: SOURCES OF EMPLOYMENT

MODULE 3: WANT ADS

LESSON 8: LEARNING TO FIND WANT ADS IN THE NEWSPAPER

COMPETENCY: You will be able to find want ads in the newspaper on jobs that you would like to apply for. You will be able to answer questions about your ability and interest for the jobs.

SUPPLIES: Paper, pen/pencil, newspaper want ads

STUDENT ACTION:

1. DO NOT WRITE ON THIS PAGE.
2. On a separate sheet of paper, write your name, Unit A, Module 3, Lesson 8.
3. Get a copy of the newspaper want ads.
4. On your paper, copy two want ads from the newspaper about jobs you would like to apply for.
5. Below the two want ads that you wrote on your paper, write out and answer the following ten (10) questions:
    1. What would you be required to do for this job?
    2. Can you do the job?
    3. Do you have the proper attitude for this job?
    4. Are you physically able to do this job?
    5. How will you get to work if you get this job?
    6. Are there any special skills needed to do this job? If so, what are they?
    7. If any special skills are needed, do you have these skills?
    8. If you do not have the skills for this job, how can you get the skills needed?
    9. List two jobs like this one.
    10. Would you like to do any of the jobs like this one? If so, which one/ones?

PERFORMANCE CHECK: When the 10 questions have been written out and answered, hand to the teacher to be graded.

UNIT A: SOURCES OF EMPLOYMENT

MODULE 4: EMPLOYMENT AGENCIES

LESSON 1: READING THE OBJECTIVE, RATIONALE AND STUDENT ACTION FOR MODULE 4

DIRECTIONS FOR THE STUDENT: Read the following Objective, Rationale and Student Action.

OBJECTIVE: You will be able to identify sources of employment and follow through to find information on possible jobs. Sources include people you know, want ads, employment agencies, civil service agencies, union apprenticeship programs and professional and trade organizations. In the following lessons, you will take a look at employment agencies as a source of employment.

RATIONALE: Every job search has a starting point. Looking at sources of employment will help you decide on the path of your job hunt. The following lessons will help you look for employment through employment agencies.

STUDENT ACTION: Module 4: EMPLOYMENT AGENCIES

Lesson 1 - Reading the Objective, Rationale and Student Action for Module 4
Lesson 2 - Learning the Vocabulary for Module 4
Lesson 3 - Taking Vocabulary Quiz
Lesson 4 - Learning about Public Employment Agencies
Lesson 5 - Learning about Services Offered to Job Seekers by Job Service
Lesson 6 - Learning about Services Offered to Job Seekers by Job Service
Lesson 7 - Learning about Private Employment Agencies
Lesson 8 - Learning Where the Employment Agencies Are

STUDENT DIRECTION: Go to Module 4, Lesson 2.

UNIT A: SOURCES OF EMPLOYMENT

MODULE 4: EMPLOYMENT AGENCIES

LESSON 2: LEARNING VOCABULARY FOR MODULE 4

COMPETENCY: You will learn the vocabulary words used in this module so that you will get a better understanding of employment agencies.

SUPPLIES: Pen/pencil, word search

STUDENT ACTION:

1. DO NOT WRITE ON THIS PAGE.
2. Write your name on the word search.
3. Circle each of the vocabulary words in the word search.
4. Study the vocabulary words and meanings.
5. When you feel that you know the meanings of the vocabulary words, go to Lesson 3, Vocabulary Quiz.

VOCABULARY:

1.	legislation	- laws
2.	regional	- having to do with a certain area
3.	encourage	- to give hope to
4.	function	- the way something works
5.	forecast	- to tell what will happen
6.	exchanging	- trading
7.	evaluation	- a rating or grading
8.	referral	- a sending of a person to someone else
9.	recruiting	- hiring
10.	client	- a customer
11.	counseling	- talking to someone in order to help him/her
12.	represent	- to act in the place of someone
13.	competition	- a contest
14.	preference	- something that someone likes more
15.	distributing	- handing out

PERFORMANCE CHECK: When you feel that you know the vocabulary words and their meanings, hand in the word search to the teacher and go to Lesson 3, Vocabulary Quiz.

UNIT A, MODULE 4, LESSON 2 WORD SEARCH NAME________________________

LEGISLATION
REGIONAL
ENCOURAGE
FUNCTION
FORECAST
EXCHANGING
EVALUATION
REFERRAL
CLIENT
COUNSELING
REPRESENT
COMPETITION
PREFERENCE
DISTRIBUTING
RECRUITING

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L G T I E R V S W T E L L G R A E L C E
R E P R E S E N T L U S A N V I M P O T
T H G T H T A E C H E A C H R O S F U A
I N I I G O J A O R T O O D S T M U T N
W E V N S T I R F U V D U E R G S T O R
I C R B D L L Q S T P M N E N S S A T D
B E T A N W A E E N H R S A P B F P Y H
L T M F U N C T I O N A E N S E S F A E
U S T O B E D L I T E E L F S D O R N O
D D E R E R E G E O N A I N E I M W R O
I B Y E E A N C H A N N N D E R V E R Q
S U S C J U C S T E R X G F O E E N Y O
T W H A A E O O E D E E G C T L Y N L S
R L B S E B U E U R F P R I O R I T C I
I H A T Y S R O M E E C M E A S N C O E
B O O C M E A A R E R I N T U O C L O N
U N I W T Y G T H A R E C R U I T I N G
T C A N E N E X C H A N G I N G T E W I
I B O T E U S V R E L F O F N H A N O S
N F U Z H E R N A O C T H S S I A T P U
G E W E E K R R U L N C U A T Y R E P S
A M W U S T S C X C U B A T I O O D O P
G R A B T H E B U L L A Y O N N T R H E
H L O R N C O M P E T I T I O N S S T O
S P E X A K A L N T A K E I O R S E U T
L F O R O M U R S E L L V E O S A R O T
R E G I O N A L A N H A R T O N F T H O
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UNIT A: SOURCES OF EMPLOYMENT (1 of 2)

MODULE 4: EMPLOYMENT AGENCIES

LESSON 3: VOCABULARY QUIZ

COMPETENCY: You will take a vocabulary quiz to see if you know the vocabulary words for Module 4.

SUPPLIES: Paper, pen/pencil

STUDENT ACTION:

1. DO NOT WRITE ON THESE PAGES.
2. On a separate sheet of paper, write your name, Unit A, Module 4, Lesson 3.
3. On your paper, number 1 to 15.
4. By the number of each word, write the letter (a,b, or c) that best tells what the word means.

VOCABULARY QUIZ:

1.	referral	A) handing out B) a sending of a person to someone else C) talking to someone in order to help him/her
2.	represent	A) to act in the place of someone B) to tell what will happen C) to give hope to
3.	preference	A) something someone likes more B) to act in the place of someone C) hiring
4.	encourage	A) a rating B) to give hope to C) having to do with a certain area
5.	forecast	A) something someone likes more B) having to do with a certain area C) to tell what will happen
6.	client	A) trading B) a rating C) a customer
7.	counseling	A) talking to someone in order to help him/her B) the way something works C) a contest
8.	legislation	A) to tell what will happen B) to act in the place of someone C) laws
9.	regional	A) to give hope to B) a sending of a person to someone else C) having to do with a certain area
10.	function	A) something someone likes more B) to act in the place of someone C) the way something works
11.	exchanging	A) trading B) to give hope to C) handing out

12. recruiting A) hiring B) a rating C) a customer

13. evaluation A) hiring B) a rating or grading C) handing out

14. competition A) a contest B) a rating C) to act in the place of someone

15. distributing A) handing out B) hiring C) trading

PERFORMANCE CHECK: When the test has been completed, hand it to the teacher to be graded.

UNIT A: SOURCES OF EMPLOYMENT (1 of 3)

MODULE 4: EMPLOYMENT AGENCIES

LESSON 4: LEARNING ABOUT PUBLIC EMPLOYMENT AGENCIES

COMPETENCY: You will be able to tell the difference between private and public employment agencies and will know what each can do for you. In this lesson, you will learn about public employment agencies.

SUPPLIES: Paper, pen/pencil

STUDENT ACTION:

1. DO NOT WRITE ON THESE PAGES.
2. Read and study this lesson.
3. On a separate sheet of paper, write your name, Unit A, Module 4, Lesson 4.
4. On your paper, write out and answer the ten (10) questions in the reading.

PUBLIC EMPLOYMENT AGENCIES (FEDERAL-STATE)

Organization: Unlike private employment agencies which can survive only where they can make money by finding jobs for people, public employment agencies were started by legislation in 1933 to help people find jobs and not to make money finding those jobs.

(1. How are public employment agencies different from private employment agencies?)

Because of legislation, there is a nationwide network of regional and local public employment agencies set up by the state Departments of Labor. The departments work closely with the United States Department of Labor. This helps make the employment agencies the same from the big city to small local agencies. They offer a three-way system for reporting employment figures and forecasts and for trading information about manpower needs from one area of a state to another and from state to state.

Purpose: The role of a public employment agency is to serve employers who have jobs and persons who need jobs. It tries to bring about a match, that is, to place persons in jobs which suit them and filling jobs with qualified people. Public employment agencies' motto is, "Jobs for people; people for jobs."

(2. What is the role of a public employment agency?)
(3. What match does a public employment agency try to bring about?)

Service: As local "job matchmakers," public employment offices give professional services to applicants and to employers. They offer job counseling, aptitude testing, skill evaluation, and direct job referral and placement for individuals. They provide employers with help in deciding manpower needs. They also do testing of job applicants for certain skills and recruiting of qualified persons for certain job openings.

(4. List five services offered by a public employment agency.)

People Who Use Public Employment Agencies: Public employment agencies charge no fee and are open to everyone including all types of professionals, specialists, tradesmen, and workers of all kinds and descriptions, as well as to those who have no idea of what kinds of work they would like. Clients also include any or all employers.

(5. What fee does a public employment agency charge?)
(6. Who can use a public employment agency?)

Placement: After the job applicant and the employment counselor choose several kinds of jobs that are right for the individual, the job search is begun. There may be several good openings in the area. If not, information on the job seeker's application is put into the computerized JOB MATCH system. The computer searches its files and prints out up-to-the minute information about the same types of jobs open in other places. If there are none or if the applicant does not wish to move, Job Service keeps on trying until a job match is finished. Any try to find a job should by all means include a visit to a public employment agency. The services are free and good.

(7. Any try to find a job should include what?)

In Illinois, the public employment agency is called Job Service. Individual Job Service offices around the state will vary in staff size and extra services (counseling, testing, etc.) offered, but they have applicants do the same things when they sign up. An applicant will fill out the application form which is then looked at by an interviewer during an interview with the job seeker. The job seeker may or may not be sent to a job at that time (depends on if a job is open). After the applicant leaves the office, the application enters a file, and the agency tries to call the applicant about jobs that come in. If the applicant does not hear, he/she should call the office and let the agency know that he/she is still looking for a job. If the job seeker does not let the agency know, his/her file may be put away if nothing happens within a certain amount of time. Students should not be scared off if Job Service shares office space with Unemployment Insurance.

(8. What will you fill out if you go to Job Service?)

(9. What will decide if you are sent out to a job after you go to Job Service?)
(10. If you do not hear from Job Service after you have gone there, what should you do?)

PERFORMANCE CHECK: When the 10 questions have been written out and answered, hand to the teacher to be graded.

UNIT A: SOURCES OF EMPLOYMENT (1 of 2)

MODULE 4: EMPLOYMENT AGENCIES

LESSON 5: LEARNING ABOUT SERVICES OFFERED TO JOB SEEKERS BY JOB SERVICE

COMPETENCY: You will learn about the placement and testing offered to people who are looking for jobs.

SUPPLIES: Paper, pen/pencil

STUDENT ACTION:

1. DO NOT WRITE ON THESE PAGES.
2. On a separate sheet of paper, write your name, Unit A, Module 4, Lesson 5.
3. Read and study this lesson.
4. On your paper, write out and answer the ten (10) questions in the reading.

PLACEMENT: At the Job Service in Illinois on any given day, these are some of the things that happen:

A. There are 2,000 new and renewed applications turned in.

B. There are 1,000 referrals to jobs.

C. There are 500 people placed on jobs.

D. There are 250 Job Orders received.

E. There are 650 job openings received.

F. There are 100 people given complete counseling about jobs.

On your first visit to Job Service, you will fill out a form that tells about your training, experience and job interests. This information is put in a system using more than 20,000 occupations for exact matching with jobs or training.

(1. What will you do on your first visit to Job Service?)

People who use Job Service can find out about job openings in this area, in the state or in the nation. Information about Job Orders in the area are given to you so that you can study them at your own pace. A Job Order gives you the following information about a job.

*Job Description

*Job Requirements

*Wages and Benefits

*Hours of Work

*Work Required

*Type of Industry

*Location of the Job

(2. People who use Job Service can find out about job openings in what 3 areas?)
(3. What information does a Job Order give you about a job?)

Job Service sets up referrals (job interviews) for people whose training, experience and job interests match them to a job order. Also, counselors know the people in the area who can set up jobs. At Job Service, jobs for which there is a strong need are posted on a bulletin board. They do this to show which skills are needed to fill these jobs.

(4. Who do counselors know?)
(5. What are referrals?)
(6. What is posted on a bulletin board?)
(7. Why do they post these?)

TESTING PROGRAMS: Job Service offers testing for people who have not yet found their place in the world of work. One of the tests given is the G.A.T.B. The General Aptitude Test Battery (GATB) is given in English and Spanish. This test shows which type of jobs you would be able to learn how to do. Interest Assessments is also given. This shows what interests you have, and matches your interests with workers working on different types of jobs.

(8. Job Service offers testing for whom?)
(9. What does the G.A.T.B. show?)
(10. What does the Interest Assessments show?)

PERFORMANCE CHECK: When the ten (10) questions have been written out and answered, hand to the teacher to be graded.

UNIT A: SOURCES OF EMPLOYMENT (1 of 3)

MODULE 4: EMPLOYMENT AGENCIES

LESSON 6: LEARNING ABOUT SERVICES OFFERED TO JOB SEEKERS BY JOB SERVICE

COMPETENCY: You will learn about employment counseling, job search workshops and other services offered to people who are looking for jobs.

STUDENT ACTION:

1. DO NOT WRITE ON THESE PAGES.
2. On a separate sheet of paper, write your name, Unit A, Module 4, Lesson 6.
3. Read and study this lesson.
4. On your paper, write out and answer the ten (10) questions in the reading.

EMPLOYMENT COUNSELING

Job Service offers employment counseling made for a person who cannot find a job without help:

* A worker with skills that are no longer needed by any business.

* A person with no experience and no clear-cut job objectives.

* A worker with a history of being fired from many jobs.

* Someone out of work and not able to find work even after looking a long time.

(1. Job Service offers counseling made for what kind of person?)

Experienced counselors meet people who need long-term counseling because of problems. These people are sent to social or governmental agencies that help people with these types of problems.

(2. What do Job Service counselors do for people who need long-term counseling because of problems?)

JOB SEARCH WORKSHOPS

Job Service offers one-day and two-day workshops set up to help members of a number of different groups find jobs. Those groups are:

* Youth (under 21 yrs.)

* Mature workers

* Veterans

* People on Public Assistance

* People who receive food stamps

* Workers laid off because of company closings

●(3. Which group or groups might you fall into?)

People in the workshops learn how to:

* Find out what skills they have that employers would need

* Set the goal of a job objective and decide how to reach it

* Find job opportunities

* Fill out better job applications

* Write better resumes

* Get ready for job interviews by looking at themselves-using videotaped role-playing and learning how to answer questions to show their good points

●(4. Which of these things do you need to improve?)

OTHER SERVICES

Handicapped Workers: At each Job Service Office, there is a person who helps handicapped workers who need help. When needed, a handicapped person needing a job will be sent to job openings picked to avoid work that might make the handicap worse or cause a safety hazzard. When vocational rehabilitation is needed, Job Service will tell the person looking for a job to apply for programs at other state agencies such as the Illinois Department of Rehabilitation Services (DORS).

(5. What type of person is at each Job Service Office?)
(6. Where will a handicapped person be sent when needed?)
(7. What does Job Service do when vocational rehabilitation is needed?)

Youth - Training in more than 140 skills is offered in Job Corps in the United States for youth who are able to be selected. Youth in the Job Corps get spending money, room and board, health care and clothing.

(8. What do youth in Job Corps get?)

Together with the Illinois Department of Children and Family Services (DCFS), Job Service has set up programs made for DCFS clients. The purpose of the programs is to make DCFS clients independent adults:

* Vocational/Employability Assessment

* Employability Plan Development

* Tax Credit Eligibility Determination

* Job Search Skill Training

* Referral to Vocational Training

* Job Development and Referral

(9. Job Service sets up programs made for whom?)
(10. What is the purpose of the programs?)

PERFORMANCE CHECK: When the ten questions have been written out and answered, hand to the teacher to be graded.

UNIT A:	SOURCES OF EMPLOYMENT	(1 of 2)
MODULE 4:	EMPLOYMENT AGENCIES	
LESSON 7:	LEARNING ABOUT PRIVATE EMPLOYMENT AGENCIES	
COMPETENCY:	You will be able to tell the difference between private and public employment agencies. In this lesson, you will learn about private agencies.	
SUPPLIES:	Paper, pen/pencil	
STUDENT ACTION:	1. DO NOT WRITE ON THESE PAGES. 2. On a separate sheet of paper, write your name, Unit A, Module 4, Lesson 7. 3. Read and study this lesson. 4. On your paper, write out and answer the ten (10) questions in the reading.	

PRIVATE EMPLOYMENT AGENCIES

Private employment agencies are money-making businesses. Like other businesses, private employment agencies offer products and services. Information about jobs and counseling services are examples. Products and services are paid for by the jobseeker or the company hiring the jobseeker. This is why private employment agencies are sometimes called "Job Middlemen." By giving special products and services, they meet very important needs for both job seekers and employers. They match jobs with people and people with jobs.

(1. What are private employment agencies?)
(2. By whom are products and services paid?)
(3. What are private employment agencies sometimes called?)

PURPOSES

Agencies contract with jobseekers to do job finding and with companies to fill job openings. Whether an agency works for the jobseeker or the company depends on who will be paying the fee. Success depends upon how well an agency is able to bring about a good match between the two. An agency will not stay in business long if: (A) it sends to companies jobseekers who cannot do the job or jobseekers who quit after a short while, or (B) it does not place jobseekers in jobs that they like. Word soon gets out. Competition between agencies forces them to do the best job that they can.

(4. Agencies contract to do what for jobseekers?)
(5. Agencies contract to do what for companies?)
(6. What two (2) things will cause agencies not to stay in business long?)

SERVICES

The range of services given to the jobseeker is not the same from agency to agency and depends upon the jobseeker's needs, the job market and money. A person may need only one job referral. Another person may need such things as aptitude and job preference testing, ability evaluation, career counseling, help in preparing applications and resumes, coaching on ways of interviewing and applying for a job and finally, several job referrals.

In other words, for a fee, an agency will try to give a person whatever is needed including advertising and sending out resumes. An agency may work for a company in much the same way, doing everything for the company including advertising, screening, testing and pre-employment training. Many employment agencies are specialized. That means that they help only certain types of people and companies such as business executives, social and health services, data processing or other special fields.

(7. List five (5) services private employment agencies may give.)

FEES AND CONTRACTS

If you go to a private employment agency, it would be wise to be careful. The application that you will fill out is a legal contract.

(8. What is the application at a private agency?)

If you are applying for a job at a private employment agency and the fee for that job is being paid by the company doing the hiring, you will be placed free. If not, you pay the fee.

(9. If a private employment agency finds you a job and the company doing the hiring does not pay the fee, who does pay the fee?)

Fees vary a great deal. You may pay between 50% and 75% of your first month's pay for some jobs. For jobs that have a higher salary, you will pay a higher fee.

(10. What is the main way private employment agencies differ from Job Service?) HINT - $$$

PERFORMANCE CHECK: When the ten (10) questions have been written out and answered, hand to the teacher to be graded.

UNIT A:	SOURCES OF EMPLOYMENT
MODULE 4:	EMPLOYMENT AGENCIES
LESSON 8:	LEARNING WHERE THE EMPLOYMENT AGENCIES ARE LOCATED IN YOUR AREA
COMPETENCY:	You will find out where the public and private employment agencies are located in your area.
SUPPLIES:	Paper, pen/pencil, telephone book
STUDENT ACTION:	1. DO NOT WRITE ON THIS PAGE. 2. On a separate sheet of paper, write your name, Unit A, Module 4, Lesson 8. 3. Read the following and do as directed.

Using the telephone book, write down the name, address and telephone number of five (5) employment agencies in your area. Also, write down the name, address and telephone number of the Illinois State Job Service in your area.

EMPLOYMENT AGENCY	ADDRESS	CITY	STATE	TELEPHONE NUMBER
1.				
2.				
3.				
4.				
5.				
6. Job Service				

PERFORMANCE CHECK: When you have completed the assignment, hand to the teacher to be graded.

UNIT A: SOURCES OF EMPLOYMENT

MODULE 5: YOUR SCHOOL

LESSON 1: READING THE OBJECTIVE, RATIONALE AND STUDENT ACTION FOR MODULE 5

STUDENT DIRECTION: Read the following Objective, Rationale and Student Action for Module 5.

OBJECTIVE: You will be able to identify sources of employment and be able to follow through to find information on possible jobs. Sources include people, want ads, employment agencies, civil service agencies, unions, apprenticeship programs and professional and trade groups. In this module, you will learn about your school as a source of employment.

RATIONALE: Every job search has a starting point. Looking at sources of employment will help you decide the path of your job search. You would make a big mistake if you forgot about your school and its services when you are looking at sources of employment.

STUDENT ACTION: Module 5: Your School

Lesson 1 - Reading the Objective, Rationale and Student Action for Module 5
Lesson 2 - Learning about High School Work-Study Programs
Lesson 3 - Learning about your School's Work-Study Programs

STUDENT DIRECTION: Go to Module 5, Lesson 2.

UNIT A:	SOURCES OF EMPLOYMENT	(1 of 4)
MODULE 5:	YOUR SCHOOL	
LESSON 2:	LEARNING ABOUT HIGH SCHOOL WORK-STUDY PROGRAMS	
COMPETENCY:	You will learn about the different types of work-study programs in high school.	
SUPPLIES:	Paper, pen/pencil	
STUDENT ACTION:	1. DO NOT WRITE ON THESE PAGES. 2. On a separate sheet of paper, write your name, Unit A, Module 5, Lesson 2. 3. Read and study this lesson. 4. On your paper, write out and answer the thirteen (13) questions in the reading.	

COOPERATIVE EDUCATION

Students in cooperative education programs spend one-half of the school day in school studying subjects about their on-the-job training as well as the subjects needed for graduation. The other half of the school day is spent working on the job. Students get one credit per year for the cooperative education class and one credit per year for the job training.

(1. How much of the school day do students in a cooperative education class spend in school?)
(2. How much of the school day do students in a cooperative education class spend on the job?)
(3. How many credits will a student in a cooperative education class get in one year for the class and the job?)

GENERAL REQUIREMENTS AND REGULATIONS

You should:

A. be 16 years old

B. have good attendance

C. have an idea about the job you want

D. get a job at an approved work site (Teacher will approve work sites.)

E. take a cooperative education class

F. spend at least 12 to 15 hours per week on the job

G. get paid for your job

H. be graded each nine weeks by your employer

(4. Who approves the work sites?)
(5. How many hours per week should you work?)
(6. Who gives you a grade for your job?)

PROGRAMS OFFERED

A. COOPERATIVE WORK TRAINING (CWT)

- Career Areas: Open to all job areas

- Year in School:

  * Sophomore
  * Junior
  * Senior

- Requirements:

  * 16 years old by October 15th
  * Counselor/dean recommendation
  * Teacher's ok

B. DISTRIBUTIVE EDUCATION (DE)

- Career Areas:

  * Retail sales
  * Stocking
  * Promotion
  * Buying
  * Stock control
  * And others

- Year in School: Senior

- Requirements: Teacher's ok

C. DIVERSIFIED OCCUPATIONS (DO)

- Career Areas:

  * Autobody workers
  * Auto mechanics
  * Printers
  * Radio and T.V. repairers
  * Meat cutters
  * Dental assistants
  * Medical assistants
  * And others

- Requirements:

  * Interest in trade or industrial area
  * Teacher's ok

D. HOME ECONOMICS OCCUPATIONS (HEO)

- Career Areas:

  * Food service workers
  * Dietary aides
  * Nursery school aides
  * Day care aides
  * Clothing workers
  * Interior decorating workers
  * And others

- Year in School:

  * Junior
  * Senior

- Requirements:

  * Interest in Home Economics
  * Teacher's ok

E. OFFICE OCCUPATIONS (OO)

- Career Areas:

  * Typists
  * File clerks
  * Receptionists
  * Secretaries
  * Stenographers
  * Bookkeepers
  * And others

- Year in School:

  * Junior
  * Senior

- Requirements:

  * Interest in office work
  * Teacher's ok

F. WORK EXPERIENCE CAREER EXPLORATION PROGRAM (WECEP)

- Career Areas:

  * Open to all areas except those not allow through child labor laws.

- Year in School: 14 or 15 years of age

- Requirements:

  - Teacher's ok
  - Counselor/Dean's ok
  - Principal's ok

G. SPECIAL EDUCATION WORK PROGRAM

- Career Areas:

  - Open to all areas

- Year in School:

  - 16 years old
  - Junior
  - Senior

- Requirements:

  - Must be enrolled in special education
  - Must be written in Individualized Education Plan

(7. What are the three requirements to get into a CWT program?) .
(8. What program would you get into if you wanted to be a stock clerk?)
(9. If you wanted to work at a day care center, in what program would you enroll?)
(10. If you were 15 years old, in what program would you enroll?)
(11. List three career areas for DO.)
(12. If you wanted to be a secretary, in what program would you enroll?)
(13. Into what program would you enroll if you were handicapped?)

PERFORMANCE CHECK: When the thirteen (13) questions have been written out and answered, hand to the teacher to be graded.

UNIT A: SOURCES OF EMPLOYMENT

MODULE 5: YOUR SCHOOL

LESSON 3: LEARNING ABOUT YOUR SCHOOL'S WORK-STUDY PROGRAMS

COMPETENCY: You will find out about a work-study program in your school and be able to tell what jobs go with that program.

SUPPLIES: Paper, pen/pencil

STUDENT ACTION:

1. DO NOT WRITE ON THIS PAGE.
2. On a separate sheet of paper, write your name, Unit A, Module 5, Lesson 3.
3. On your paper you are to:
   a) find out the name of a work-study program in your school.
   b) tell about the program.
   c) list five (5) different job programs which students could get for credit while in the program.
4. If you have any questions, ask your teacher.

PERFORMANCE CHECK: When you have finished the lesson, hand to your teacher to be graded.

UNIT A: SOURCES OF EMPLOYMENT

MODULE 6: UNIONS, APPRENTICESHIPS AND PROFESSIONAL ORGANIZATIONS

LESSON 1: READING THE OBJECTIVE, RATIONALE AND STUDENT ACTION FOR MODULE 6

DIRECTIONS FOR THE STUDENT: Read the Objective, Rationale and Student Action which lists the lessons that you will need to do.

OBJECTIVE: You will learn about different sources of employment and follow through to find information on possible jobs. Sources of employment include people, want ads, employment agencies, civil service agencies, unions, apprenticeship programs and professional and trade organizations. In the following lesson, you will take a look at apprenticeship programs, unions and professional organizations as sources of employment.

RATIONALE: Every job search has a starting point. Looking at different sources of employment will help you in your job hunt. The following lesson will help you look for employment through unions, apprenticeships and professional organizations.

STUDENT ACTION: Lesson 1 - Reading the Introduction to Module 6

Lesson 2 - Learning How Unions, Apprenticeships and Professional Organizations May Be Used in Getting a Job

STUDENT DIRECTION: Go to Module 6, Lesson 2.

UNIT A:	SOURCES OF EMPLOYMENT	(1 of 3)
MODULE 6:	UNIONS, APPRENTICESHIPS AND PROFESSIONAL ORGANIZATIONS	
LESSON 2:	LEARNING HOW UNIONS, APPRENTICESHIPS AND PROFESSIONAL ORGANIZATIONS MAY BE USED IN GETTING A JOB	
COMPETENCY:	You will learn how you can use unions, apprenticeships and professional organizations to help you get a job.	
SUPPLIES:	Paper, pen/pencil	

STUDENT ACTION:

1. DO NOT WRITE ON THESE PAGES.
2. On a separate sheet of paper, write your name, Unit A, Module 6, Lesson 2.
3. Read the following information.
4. On your paper, write out and answer the fifteen (15) questions in the reading.

UNIONS

If you know what work you want to do, you may be able to go to a labor or trade union to help you get a job in that area. Many unions have hiring lists. If you join the union, you will be placed on the list. You will then be called to go to work when your name makes it to the top of the list. The list is set up with the names of the people who have worked the longest being placed on the top of the list, so it might take awhile before you are called. This will give you a chance to fit into a job and to gain some work experience.

(1. What may you be able to do if you know what work you want to do?)

(2. How are union hiring lists set up?)

APPRENTICESHIPS

Since the beginning of mankind, the older people have taught the younger ones about the arts, traditions, skills and craftsmanship through apprenticeship programs. The only way that you can learn some jobs is by joining an apprenticeship program. Standards for apprenticeship programs are kept up by agreements with the unions and the U.S. Department of Labor. Training received in an apprenticeship program is very good and rates just as high as other ways of learning a trade. It can be just as good as training that you could get in a vocational school, and it gives you the chance to earn money while learning the trade.

(3. What is the only way that you can learn some jobs?)

(4. What chance can an apprenticeship program give you?)

(5. What keeps up the standards of apprenticeship programs?)

You may go to a union and apply for an apprenticeship program. The training program may be run by the union or by the union and a company or a group of companies. Another way you can join an apprenticeship program is to get a job with a company that has an apprenticeship program. You get the job and then must join the union. This way, you work your way into the union and the company at the same time. In the OCCUPATIONAL OUTLOOK MANUAL is a list of apprenticeship programs.

(6. Who runs apprenticeship programs?)

a) ________________________

b) ________________________

c) ________________________

(7. What are two ways that you can join an apprenticeship program?)

(8. Where can you find a list of apprenticeship programs?)

PROFESSIONAL AND TRADE GROUPS

Most professional and trade groups have a list of jobs in their areas. Usually, these jobs are listed in a journal or newsletter. If you are a member of a profession or trade, a special job listing service can help you.

(9. What do most professional and trade groups have?)

(10. Where are the jobs listed?)

a) ________________________

b) ________________________

Fraternal, religious and civic groups such as the Chamber of Commerce, Rotary, Kiwanis, YWCA, Lions, Salvation Army and PTA -- to name a few -- can often help you. Sometimes, such groups can introduce you to an employer, give you a job lead or give you a referral. Many of them have programs to help youth in finding jobs.

(11. How can other groups help you find a job?)

a) ________________________

b) ________________________

c) ________________________

CIVIL SERVICE

About one out of every eight people in the United States works for the government at one level or another (federal, state or local). City, county, state and federal agencies are a big source of jobs.

(12. What four (4) agencies are a big source of jobs?)

Civil service jobs might not be listed in the things that you read. They must be listed in public buildings and are kept on an open list. Even if there are no governmental jobs right now in your area, it is wise to get your name on as many civil service lists as you can. Openings happen very often, and the person whose name is at the top of the list is the first one to be interviewed.

(13. Where must civil service jobs be listed?)
(14. Name a place in your area where civil service jobs would be listed?)
(15. Why is it wise to get your name on a civil service list even if there are no job openings?)

PERFORMANCE CHECK: When you have written out and answered the fifteen (15) questions, hand to your teacher to be graded.

UNIT B: RESUME

MODULE 7: INTRODUCTION TO UNIT B

LESSON 1: READING THE OBJECTIVE, RATIONALE AND STUDENT ACTION FOR UNIT B

DIRECTIONS FOR THE STUDENT: Read the Objective, Rationale and Student Action which tells about the areas that you will be studying in Unit B.

OBJECTIVE: You will learn the purpose for and importance of writing a well-developed, personal resume. You will also be able to write one to the teacher's satisfaction.

RATIONALE: The purpose of a good resume is to get you an interview with a prospective employer. The act of writing a resume is also helpful. Writing a resume makes you put together your background, training, education, experiences, talents and qualifications onto one paper. The act of writing a good resume calls for a high degree of personal evaluation of yourself. Therefore, even if the resume is not used in your job search, the act of writing one can still be a very helpful tool in getting a job.

STUDENT ACTION: Module 7: INTRODUCTION TO UNIT B

- Lesson 1 - Reading the Objective, Rationale and Student Action for Unit B
- Lesson 2 - Doing a Word Search and Studying the Vocabulary Words
- Lesson 3 - Taking a Quiz on Vocabulary Words

Module 8: LEARNING HOW TO WRITE A RESUME

- Lesson 1 - Reading the Introduction to Module 8
- Lesson 2 - Learning the Purpose and Importance of Preparing a Good, Personal Resume
- Lesson 3 - Learning How to Develop, Organize and Prepare a Resume
- Lesson 4 - Developing the Information for a Resume
- Lesson 5 - Writing a Resume
- Lesson 6 - Evaluating your Resume to Find any Mistakes That You Have Made

STUDENT DIRECTION: Go to Unit B, Module 7, Lesson 2.

UNIT B: RESUME (1 of 2)

MODULE 7: INTRODUCTION TO UNIT B

LESSON 2: LEARNING THE VOCABULARY IN UNIT B

COMPETENCY: By understanding the vocabulary used in this unit, you will understand the ideas better.

SUPPLIES: Word Search, Pen/pencil

STUDENT ACTION:

1. DO NOT WRITE ON THESE PAGES.
2. Write your name on the word search.
3. Circle the vocabulary words in the word search.
4. Study the meanings of the vocabulary words listed below.
5. When you feel you know the meanings of all of the words, go to Lesson 3, a Vocabulary Quiz.

VOCABULARY WORDS AND MEANINGS

1. controversies - disagreements
2. mediocre - not very good
3. strictly - soley, only
4. reflect - to show
5. accomplishments - things people have done well
6. exaggerations - acts of making things seem better/bigger than they are
7. misrepresentations - lie, untruths
8. proofread - to read over to make sure something is written correctly
9. format - outline, form
10. categories - areas
11. chronological - order in time that things happen
12. adapted - changed
13. environment - areas around you or others
14. relevant - important
15. objective - something you want to get done

16. crucial - the most important

17. function - what something or someone does

18. geographical - area of the country

19. impressive - looks good

20. appropriate - right, correct

21. reveal - to make known

22. request - ask for

23. mature - grown up

24. versatile - able to do many things

25. prospective - possible, what could be

PERFORMANCE CHECK: When the word search is finished, hand to the teacher to be graded.

UNIT B, MODULE 7, LESSON 2 WORD SEARCH NAME_______________________

CONTROVERSIES
MEDIOCRE
STRICTLY
REFLECT
ACCOMPLISHMENTS
EXAGGERATIONS
MISREPRESENTATIONS
PROOFREAD
FORMAT
CATEGORIES
CHRONOLOGICAL
ADAPTED
ENVIRONMENTS
RELEVENT
OBJECTIVE
CRUCIAL
FUNCTION
GEOGRAPHICAL
IMPRESSIVE
APPROPRIATE
REVEAL
REQUEST
MATURE
VERSATILE
PROSPECTIVE

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C A T E G O R I E S A C C G L P E F F A
O B J E C T I V E O B J E E C R T I I C
N J S R A C C S P R E N T O T O I N M C
T C O O R D I N A T V R E G L S D L P O
R E F L E C T E X A L L E R A P E Y R M
O A N O L D E E R E F C E A G E T I E P
V E R S A T I L E B O Y S P H C G I S L
E X A G G E R A T I O N S H R T I R S I
R K W E R A E L Y O Y C A I F I J L I S
S S T L U T H E A N T T O C E V L S V H
I S N A T A M P R E S O D A R E S R E M
E N V I R O N M E N T S M L T U E L U E
S T R I C T L Y E O G D N A W H C I T N
A L D R E A W E S D L C H E R T H I E T
S N D T I M E S A Y I L E V I T E M A S
O U F U N C T I O N Y O R O C T O O N L
L R S C H O O U N F O L C P D A N D F M
C H R O N O L O G I C A L R I S E M A R
M I S E O R U P R I D D E O E O S T A E
A O N I L T E A R E E A C O A U P N D Y
T G H T R E Q U E S T P H F O R M A T R
U T H I S G V A O R U T D R N W E L E C
R M A K E G R E M E R E V E A L N I W I
E F O U D O R P N I G D I A F F I N H S
O Y O N I E V E R T H Y T D H I N G Y H
O D N A Y A P P R O P R I A T E O U S R
M I S R E P R E S E N T A T I O N S A T
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UNIT B: RESUME (1 of 2)

MODULE 7: INTRODUCTION TO UNIT B

LESSON 3: QUIZ ON VOCABULARY WORDS

COMPETENCY: You will take a vocabulary quiz to see if you understand the meaning of the vocabulary words in Unit B.

SUPPLIES: Paper, pen/pencil

STUDENT ACTION:

1. DO NOT WRITE ON THESE PAGES.
2. On a separate sheet of paper, write your name, Unit B, Module 7, Lesson 3.
3. On your paper, number 1 to 25.
4. Next to the numbers, write down the correct letters (A,B, or C) that best give the meaning of the words.

VOCABULARY:

1. prospective — A) ask for B) possible, what could be C) important

2. adapted — A) changed B) looks good C) show

3. function — A) what something or someone does B) outline C) the most important

4. mediocre — A) right, correct B) areas C) not very good

5. request — A) area of the country B) ask for C) something you want to get done

6. accomplishments — A) things people have done well B) ability to do many things C) order in time that things happen

7. proofread — A) right, correct B) solely, only C) to read over to make sure something is written correctly

8. objective — A) disagreements B) lies, untruths, C) something you want to get done

9. controversies — A) areas around you B) outlines C) disagreements

10. misrepresentations — A) lies, untruths B) to show C) things people have done well

11. impressive — A) act of making things seem better than they are B) looks good C) grown up

12.	appropriate	A) right, correct B) what something does C) change
13.	categories	A) not very good B) possible C) areas
14.	strictly	A) correctly B) solely, only C) possibly
15.	versatile	A) area around you B) able to do many things C) something you want to get done
16.	relevant	A) area B) looks good C) important
17.	reflect	A) important B) to show C) to ask for
18.	mature	A) act of making things seem better than they are B) grown up C) able to do many things
19.	format	A) outline, form B) possible C) area
20.	exaggerations	A) acts of making things seem better or bigger than they are B) to read over to make sure something is written correctly C) things people have done well
21.	chronological	A) something you want to get done B) things people have done well C) order in time that things happen
22.	environment	A) area of the country B) what something does C) areas around you or others
23.	crucial	A) able to do many things B) the most important C) grown up
24.	geographical	A) areas B) areas around you C) area of the country
25.	reveal	A) to make known B) to ask for C) to read over to make sure something is written correctly

PERFORMANCE CHECK: When the quiz has been finished, hand to the teacher to be graded.

UNIT B: RESUME

MODULE 8: LEARNING HOW TO WRITE A RESUME

LESSON 1: READING THE INTRODUCTION TO UNIT B

DIRECTIONS FOR THE STUDENT: Read the Objective, Rationale and Student Action for Unit B.

OBJECTIVE: You will learn about the purpose of developing, writing and evaluating a resume.

RATIONALE: The purpose of a good resume is to get you an interview. The act of writing a resume is also helpful. Writing a resume makes you put together your background, training, education, experiences, talents and qualifications onto one piece of paper.

STUDENT ACTION:

Lesson 1 - Reading the Introduction to Module B
Lesson 2 - Learning the Purpose and Importance of Preparing a Good, Personal Resume
Lesson 3 - Learning How to Develop, Organize and Prepare a Resume
Lesson 4 - Developing the Information for a Resume
Lesson 5 - Writing a Resume
Lesson 6 - Evaluating your Resume to Find any Mistakes That You Have Made

STUDENT DIRECTION: Go to Unit B, Module 8, Lesson 2.

UNIT B: RESUME (1 of 3)

MODULE 8: LEARNING HOW TO WRITE A RESUME

LESSON 2: LEARNING ABOUT A RESUME

COMPETENCY: You will learn the purpose and importance of preparing a good, personal resume.

SUPPLIES: Paper, pen/pencil

STUDENT ACTION:

1. DO NOT WRITE ON THESE PAGES.
2. Read and study the following information about resumes.
3. On a separate sheet of paper, write your name, Unit B, Module 8, Lesson 2.
4. On your paper, write out and answer the sixteen (16) questions in the reading.

THE RESUME

The importance of a personal resume in getting a job cannot be stated too much. It is important to understand that the purpose of a resume is NOT to get you a job. Its purpose is to get you invited to an interview for a job. Think about that for a little bit. Would you hire someone before you met him or her just because of a resume? No. Of course, you would not. Neither would anyone else. Job offers come from personal interviews except in rare and unusual cases.

(1. What is the purpose of a resume?)
(2. Where do job offers usually come from?)

The resume should make you stand out above all the other job applicants. It should prove to you that you are one of the people whom the prospective employer would like to get to know better -- and maybe hire. The resume gives you a chance to show your good points in a way that is personal, businesslike, professional, attractive, correct and complete. It is a full representation of you and makes the prospective employer want to meet you to learn more.

(3. The resume should make you do what?)
(4. What should the resume prove to you?)
(5. The resume gives you a chance to show what?)
(6. What is a resume?)

Much has been said about what should be in a resume. There are some controversies, but some things are common to all good resumes.

The preparation of a good resume can be compared to the preparation of a fine dinner. A poor cook may use the best foods but come up with a meal that is only mediocre. A good cook may use leftovers and turn out a fine meal that is pleasing to even the pickiest eater. In the same way, the person who knows how to develop and write a good resume even with common qualifications and experience will more likely get a job than the person with very good qualifications who prepares a poor resume. Chances are, the one with the poor resume will not even be asked to the interview. It happens every day because in the first place hiring is not done strictly by qualifications. Hiring means choosing the person who appears to be the all-round best person for the job during the interview. Most employers want people with enthusiasm, initiative, willingness to work, dependability, resourcefulness, leadership abilities, honesty and so on. A person who has these qualities but lacks certain skills can be trained. Combinations of these traits, job skills and knowledge are what employers want.

(7. Is hiring strictly done by qualifications?)
(8. What does "hiring" mean?)
(9. What do most employers feel about a person who lacks certain skills?)

Therefore, a resume is more than just a listing of jobs and other experiences that you have had. Employers are as interested in how you have benefitted from experiences as in what your best qualities are. When you write your resume, always remember two (2) things: (A) your resume must be one that will be picked from a stack of hundreds, and (B) your resume must do you full justice. (This means it must reflect your qualifications for the job, your personal strengths and your accomplishments.)

(10. What two (2) things should you remember when writing your resume?)

A final point to keep in mind is that there is no such thing as a perfect resume. There are good ones and better ones, but none that could not be improved upon in one way or another. Developing an outstanding resume can be a difficult and upsetting task. On the other hand, it is a chance to write your own ticket to success.

(11. What final point should you keep in mind?)

Here are some general points to think about:

A) Always be completely correct and truthful in what you write. Lies, exaggerations and misrepresentations will catch up with you. On the other hand, it is good not to include anything that would reflect badly on you. In the resume and also in the interview, it is hard to know where to draw the line between the whole truth and not telling things that would make you look bad.

(12. What will catch up with you?)

B) Resumes which can be sent to a lot of employers are often so general that they fail to impress anyone.

C) Say only what needs to be said in the resume and no more. You want the employer to invite you to an interview to find out more. No resume should be more than two (2) typewritten pages with plenty of white space and wide margins. Many employers like to see only one page resumes.

(13. Why should you say only what needs to be said in a resume?)
(14. Why do you think many employers like to see only one page resumes?)

D) Do not explain job changes. Do not include a picture of yourself. Do not state how much money you want to make. Do not say what religion you are. DO NOT LIST REFERENCES!

E) Always have a friend look at your resume to make comments, give suggestions and proofread.

(15. Why should a friend look at your resume?)

F) Be very neat. The resume you send out should:

(1) be typed on a good typewriter with clear type (electric if possible),

(2) be on good, quality paper,

(3) have no misspelled words or grammatical errors,

(4) be well organized, and

(5) be reproduced (copies made).

The final resume should have the polished look of a professional.

(16. How should the final resume look?)

PERFORMANCE CHECK: When the 16 questions have been written out and answered, hand to the teacher to be graded.

UNIT B: RESUME

MODULE 8: LEARNING HOW TO WRITE A RESUME

LESSON 3: READING ABOUT DIFFERENT RESUME FORMATS

COMPETENCY:	You will learn how to develop, organize and prepare a resume.
SUPPLIES:	Paper, pen/pencil
STUDENT ACTION:	1. DO NOT WRITE ON THESE PAGES. 2. Read and study the following information about resume formats. 3. On a separate sheet of paper, write your name, Unit B, Module 8, Lesson 3. 4. On your paper, write out and answer the twenty-three (23) questions in the reading.

RESUME FORMAT

There is no single form for writing a good resume. However, most resumes fall into two general categories: resumes with a step-by-step chronological format and those with a functional format which is written around your accomplishments. One is as good as another, and each can be done in different ways.

(1. Into what two (2) categories do most resumes fall?)

If your past experiences seem to point in a line to the kind of job you are now looking for, the chronological format would be the one to use. This kind is the most common format. It is a good format to use because it can easily be adapted to application forms.

(2. Which format is the most common?)
(3. Why is the chronological format a good one to use?)

On the other hand, if your experiences have been unorganized, that is if you have had several different kinds of jobs and environments, the functional format may be better. With it you can join common parts of the different jobs under headings which will make sense.

No matter which format you use or how you put your resume together, to put your best foot forward there is certain information you must put in your resume. Following are the most used headings:

1. PERSONAL

   a. your full name
   b. your complete home address
   c. your area code and home telephone number

You may put in information about your height, weight, age, marital status, sex, national origin, health status and place of birth, but you do not need to. Such facts may or may not be relevant to the job. Think about the value of using or not using that information. If there is no good reason for using the information, it is usually better not to furnish too much information about yourself.

(4. What should you do if there is no good reason for using certain information about yourself?)

2. JOB OBJECTIVE

You should give a well-written sentence about the type of job you are seeking. It is not a long-range goal. It is a short-range objective for the present. The job you want should be clear - the clearer the better.

(5. Should your job objective be a long-range goal or a short-range objective?)

Your objective statement is crucial: no employer wants someone who does not know what he or she wants. The objective statement should tell:

a) Job Function - the kinds of tasks you want to do (by title or description)

b) Type of Employer - small, large, retail, governmental, new, established, and so on

c) Geographic Area - where in the country you would want to work

(6. What three (3) things should the objective statement tell?)

The importance of a correct, well developed objective statement cannot be overstated. This is one of the qualities that can cause your resume to be chosen over all of the rest. It is important also because the rest of your resume should point to your objective. If you have not developed at least a general objective, chances are you are not ready to write your resume. Once you decide on your objective, the rest will be easy because the objective shapes what should be in the resume.

(7. What is one of the qualities that can cause your resume to be chosen over all of the rest?)

(8. If you have not developed at least a general objective, what is probably true?)

3. EDUCATION

Use judgment to decide what to put in your resume. You may wish to put in all the schools that you have attended or only the ones from which you graduated. You may want to tell about some courses which are relevant to your job objective. You may also want to tell about any other important training, honors and special programs (like the work program) that you have been in. If your job objective requires that you be very dependable, you may tell about your good attendance at school. Do not forget about your educational experiences and the ones that go with education. This is a good chance to show some of your personal strengths and accomplishments. This is yet another chance to catch the interest of the person reading your resume.

(9. Why should you not forget about your educational experiences and the ones that go with education?)

4. WORK EXPERIENCE/EMPLOYMENT HISTORY

Here, the two kinds of resumes take different formats. If you use the chronological resume, you usually begin with the last job you had. Give the dates, name and place of the employer, your job and title when leaving, a short description of your responsibilities and duties, and any special accomplishments, merits or recognition. Bragging is not good, but many people do not speak well enough about themselves in this area. Do not be timid and forget to state what you have done. No one reading your resume is going to dig to uncover your merits. So, do not hide them. You must "toot your own horn." Remember, you are selling yourself. Stress accomplishments which point to your objective. Overlook nothing important! Tell about promotions, raises and anything that you have accomplished by yourself or which you helped to accomplish.

(10. How do you usually begin if you use the chronological format?)
(11. What should you tell about your job or jobs?)
(12. What should you stress?)

Newer jobs should take up more room and be more detailed than earlier jobs. Treat each job in the same way. If you have had many jobs, just stress the ones that you felt were important. Short jobs or less relevant ones should just get light treatment. You may or may not tell why you left each job. It is also better not to list how much you were paid for each job.

(13. What should you do if you have had many jobs?)

If your career has been real short and seems to point to the line of work that you are looking for, it may be better to start with the first job you ever had and end with the last one. Use the order which seems to be better for your objective and tells your story best. Your prospective employer will be asking, "How does this apply to a job in my company?"

(14. What may it be better to do if your career has been short and seems to point to the line of work that you are looking for?)
(15. What will your prospective employer be asking?)

In many ways, the chronological format is easier. You just list the jobs in backwards or forwards order. The functional format can be used to help you when the chronological format does not seem good. This is often the case for young workers who may have done seemingly unimportant jobs such as babysitting and housework at home.

In this case, one could develop an impressive resume by looking at the jobs, picking out their functions that are alike and listing them under one heading, like -- "working with people." Under it, you could list your experiences and accomplishments. Remember, your prospective employer will be asking "What were the results of what you did?" and "How does this apply to the job I have to offer?" You do not need to state where you worked under such a heading. Tell only what you did, putting parts of each job under several such headings.

(16. How do you list the jobs in a chronological format?)
(17. What two (2) questions will the employer be asking when he or she reads about your jobs?)

After you have listed all of the tasks that you did under several headings, make a sample chronological listing of each job you have had, giving only the dates, your titles and the name and place where you worked.

(18. What do you do after you have listed all of the tasks that you did?)

5. PERSONAL INTERESTS

This is your chance to share something in common with your prospective boss -- something which can make you stand out from other people applying for the job. Use this part to reveal personal things -- your hobbies, the sports that you enjoy, what kinds of books or magazines that you like best, your pets. These things will help your prospective employer look at you as a person. This section can be used as an "ice breaker" in the interview.

(19. What are 3 things that you can tell about under the heading of personal interests?)

6. REFERENCES

Use the following sentence: "References will be provided upon request." It is better to tell about references later when ask in the interview. Some references may be better than others for a certain job. Also, if your references are snowed under by requests, some may quit as your references. When you do give references, you should list your former boss. If you don't, your prospective boss may wonder why. Try to give references who are important and whom you know well. If possible, get their permission to be used as a reference, and let them know as soon as you leave their names with employers.

(20. What sentence should you use when you write REFERENCES on your resume?)

(21. Why is it better to tell about references later?)

There are many other things that could go into your resume: the date of the resume, your Social Security number, whether you have a driver's license or not, and so on, but you must use your own judgment about whether these other things are important for the job unit. This will help you to develop and improve your resume before you need one to get a job. Then when you do mail one, it will show your very best efforts and a good resume that you can give to a prospective employer with pride.

(22. What are three (3) other things that you could put in your resume?)

(23. List the six (6) major headings of information that should be included in a resume?)

PERFORMANCE CHECK: When the 23 questions have been written out and answered, hand to the teacher to be graded.

UNIT B: RESUME (1 of 3)

MODULE 8: RESUMES

LESSON 4: DEVELOPING THE INFORMATION FOR A RESUME

COMPETENCY: You will develop the information that you need to put in your resume.

SUPPLIES: Paper, pen/pencil

STUDENT ACTION:

1. DO NOT WRITE ON THESE PAGES.
2. Read and study the following information about what you need to put in a resume.
3. On a separate sheet of paper, write your name, Unit B, Module 8, Lesson 4.
4. On your paper, write out and answer the twenty-one (21) questions in the reading.

WRITING A RESUME

A resume is a review of your working life. It shows your job goals or job objective, your education, your experience and tells about your skills. You already should know all of the information you need to write a resume.

(1. What four things does a resume tell about you?)

A. Required Information

List the following information about yourself:

●(2. Your name?)
●(3. Your street address?)
●(4. Your city, state and zip code?)
●(5. Your telephone number, including area code?)
●(6. Your Social Security number?)

If you do not have a telephone, ask someone who does have a telephone to take a message for you. Then when you list that person's telephone number in your resume, put (message) after that person's telephone number.

●(7. Whom do you know that would be able to take messages for you?)
●(8. What is his or her telephone number, including area code?)

B. Employment Goal

If you already know what job you want, use the following sentence and put the name of the area that the job falls into:

"To secure employment in the _______________ field and, through my efforts, create an opportunity to advance in that field."

●(9. What job would you like to have after you graduate from high school?)
●(10. In what career area does that job belong?)

If you do not know what job you want, use one of the following sentences:

"To develop my skills in a trade where I can work with ________________." (people), (children), (automobiles), (my hands) and so on.

(11. What kind of work do you like to do now?)

OR

"To further my natural talents in __________________." (mechanics), (sewing), (child care) (and so on)

●(12. What talents do you have?)
●(13. In what area or areas could your talents help you to get a job?)

OR

"To use my skills and abilities in the ________________area and to learn more about how to be a productive worker in that area."

C. EDUCATION HISTORY

List the following information about your education:

●(14. Name of high school?)
(HINT) If you have gone to more than one high school, just list the one you are going to now.

●(15. Street and address of high school?)
●(16. City, state and zip code of high school?)
●(17. The last grade you have completed?)
●(18. Any other training?)
(HINT) Here, you would list your work programs and any training you have been given by a friend or relative.

●(19. Work experience?)
(HINT) Here, you would list any work (paid or not paid) that you have done.
●(20. Specific skills?)
(HINT) If you are not sure, ask your teacher.

●(21. What should you write for REFERENCES on your resume?)
(HINT) Check Unit B, Module 8, Lesson 3 if you do not remember.

PERFORMANCE CHECK: When the 21 questions have been written out and answered, hand to the teacher to be graded.

UNIT B: RESUME (1 of 3)

MODULE 8: LEARNING HOW TO WRITE A RESUME

LESSON 5: WRITING A RESUME

COMPETENCY: You will write a resume that you will be able to use in your job search.

SUPPLIES: Paper, pen/pencil

STUDENT ACTION:

1. DO NOT WRITE ON THESE PAGES.
2. Read and study the sample resume and resume format on the next two pages.
3. On a separate sheet of paper, put Unit B, Module 8, Lesson 5 in the upper, right hand corner.
4. Using the sample resume and your answers to Unit B, Module 8, Lesson 4 as a guide, write your own resume on your own sheet of paper.

PERFORMANCE CHECK: After you have PRINTED or typed your resume, go to Unit B, Module 8, Lesson 6 and write out and answer the questions on that lesson about the resumes you have just finished. When that assignment is finished and you have corrected your resume, (if you had to), hand the resume and the answers to the teacher to be graded.

JUSTIN WIVIER

PERSONAL DATA:

Address: 142 E. Pine St.
Ourtown, Illinois 62704
Telephone: (217) 555-1234 (message)
Social Security Number: 345-67-1234

CAREER OBJECTIVE:

To develop my skills in a trade where I can work with my hands.

EDUCATIONAL HISTORY:

Southeast High School 2350 E. Ash St. Ourtown, Il. 62703	Completed 11th Grade Received Perfect Attendance Award Completed first year of a two year Work Program
John's Cycle Shop 245 E. Elm St. Ourtown, Il. 62703	Trained to assemble and repair bicycles 1980 to 1982

WORK EXPERIENCE:

Boy Scouts of America 1896 S. State St. Ourtown, Il. 62704	1975 to present Earned Eagle Scout status Help younger scouts earn their badges Leader of monthly camping trips during the summer
Southeast High School 2350 E. Ash St. Ourtown, Il. 62703	1982-1983 1 school year Assisted automechanics teacher - assembled demonstrations for his class during my free time 1982-1983 1 school year and 1 summer - worked at Daugherty's Undercoating and Waxing Shop as trainee

SPECIFIC SKILLS:

I am independent and can work on my own. I enjoy repairing and assembling things and working with my hands. I am good at solving problems.

REFERENCES:

Will be furnished upon request.

(DO NOT WRITE ON THIS PAGE)

YOUR NAME

PERSONAL DATA:

Address:

Phone:
Social Security Number:

CAREER OBJECTIVE:

EDUCATIONAL HISTORY:

WORK EXPERIENCE HISTORY:

SPECIAL SKILLS AND ABILITIES:

REFERENCES:

UNIT B: RESUME (1 of 2)

MODULE 8: LEARNING HOW TO WRITE A RESUME

LESSON 6: RESUME CHECKLIST

COMPETENCY: You will check your resume so that you will be able to find any mistakes that you may have made.

SUPPLIES: Paper, pen/pencil

STUDENT ACTION:

1. DO NOT WRITE ON THESE PAGES.
2. Read and study the checklist below.
3. Look at the resume you wrote in Lesson 5.
4. On a separate sheet of paper, write your name, Unit B, Module 8, Lesson 6.
5. On your paper, write out and answer the fifteen (15) questions about your resume.
6. If you find any mistakes in your resume, mark them.
7. After you have marked your mistakes, re-write your resume.

RESUME CHECKLIST

1. What did you forget to put in your resume?
2. What parts need improvement?
3. Will the employer want to interview you?
4. Have you shown your past experience to your best advantage?
5. Does your resume show the real you?
6. Did you make it the right length with plenty of white space?
7. What would your English teacher think of it?
8. Can you back up each thing that you have written?
9. Is anything exaggerated?
10. Is your job objective clearly stated?
11. Does everything you have listed in your resume back up your job objective?
12. In reading your resume from an employer's point of view, have you shown yourself as a good worker?
13. Have you been positive?
14. Have you used the right words?

15. Have you done your resume as well as you can?

PERFORMANCE CHECK: When the 15 questions have been answered and the resume is finished, hand both to the teacher to be graded.

UNIT C: INITIAL CONTACT WITH EMPLOYER (1 of 2)

MODULE 9: INTRODUCTION TO UNIT C

LESSON 1: READING THE OBJECTIVE, RATIONALE AND STUDENT ACTION FOR UNIT C

OBJECTIVE: You will be able to recognize the use, advantages and drawbacks of the three ways of making an initial contact with employers - telephone, letter and walking in.

RATIONALE: The world doesn't come to you to give you a job. Therefore, you must learn to go out into the world by introducing yourself to employers and making your own opportunities. Because first impressions are lasting, it is very important that you become good at building good relationships with employers from the very first meeting. Unit C offers guidelines for doing this.

STUDENT ACTION: Module 9 - Introduction to Unit C

- Lesson 1 - Reading the Objective, Rationale and Student Action for Unit C
- Lesson 2 - Doing the Word Search and Studying Vocabulary Words for Unit C
- Lesson 3 - Taking the Vocabulary Quiz for Unit C

Module 10 - Telephone Techniques

- Lesson 1 - Reading the Introduction to Module 10
- Lesson 2 - Learning about Telephone Techniques
- Lesson 3 - Practicing a Telephone Call to Arrange a Job Interview

Module 11 - Letter to Employers

- Lesson 1 - Reading the Introduction to Module 11
- Lesson 2 - Learning about the Types of Letters Sent to the Prospective Employer
- Lesson 3 - Learning How to Write a Letter of Introduction
- Lesson 4 - Writing a Letter of Introduction
- Lesson 5 - Learning How to Write a Letter of Application
- Lesson 6 - Learning the Do's and Don'ts in Writing a Letter of Application

Lesson 7 - Writing a Letter of Application

Lesson 8 - Addressing an Envelope

Module 12 - The Walk-In Approach

Lesson 1 - Reading the Introduction to Module 12
Lesson 2 - Learning the Importance of the Walk-in Approach
Lesson 3 - Developing a Pocket Resume
Lesson 4 - Writing the Checklist for a Job Interview

STUDENT DIRECTIONS: Go to Module 9, Lesson 2.

UNIT C: INITIAL CONTACTS WITH EMPLOYERS (1 of 2)

MODULE 9: INTRODUCTION TO UNIT C

LESSON 2: LEARNING THE VOCABULARY USED IN UNIT C

COMPETENCY: By learning the vocabulary used in Unit C, you will be able to understand the information presented.

SUPPLIES: Word search, pen/pencil

STUDENT ACTION:

1. DO NOT WRITE ON THESE PAGES.
2. Circle each of the vocabulary words in the word search.
3. Study the meanings of the vocabulary words listed below.
4. When you feel you know the meanings of the vocabulary words, go to lesson 3, Vocabulary Quiz.

VOCABULARY WORDS AND MEANINGS

1. salesmanship - being able to sell things
2. body of letter - the main part of a letter, the reason that the letter was written
3. evidence - proof
4. convince - to make a person agree with what you believe
5. self-confidence- a person believes in himself/herself and his/her abilities
6. inside address - part of the letter that has the name, job title and address of the person getting the letter
7. position - place
8. conditions - the way things are
9. tactful - being able to say and do the right thing
10. refuse - to say "no"
11. positive - being sure
12. respect - to feel or show honor
13. response - answer
14. reasonable - sensible, not foolish
15. inquiry - a question
16. courtesy - politeness

17.	appreciate	- to think highly of something or someone
18.	acceptance	- taking what was offered or given
19.	delay	- to put off until later
20.	rejection	- to be "turned down," not accepted
21.	complimentary closing	- part of a letter just above the signature (ex. Sincerely yours,)
22.	signature	- letter writers's written (not printed or typed) name
23.	enclosure	- something in the envelope in addition to the letter (ex. a resume)
24.	salutation	- greeting of a letter (ex. Dear George:)
25.	heading	- date block of a letter

PERFORMANCE CHECK: When the word search is finished, hand to the teacher to be graded.

UNIT C, MODULE 9, LESSON 2 WORD SEARCH NAME____________________

SALESMANSHIP
BODY OF LETTER
EVIDENCE
CONVINCE
SELF-CONFIDENCE
INSIDE ADDRESS
POSITION
CONDITIONS
TACTFUL
REFUSE
POSITIVE
RESPECT
RESPONSE
REASONABLE
INQUIRY
COURTESY
APPRECIATE
ACCEPTANCE
DELAY
REJECTION
COMPLIMENTARY CLOSING
SIGNATURE
ENCLOSURE
SALUTATION
HEADING

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S A L E S M A N S H I P M A K E L A N P
B O D Y O F L E T T E R F O U S R S C O
D R E V I D E N C E R E S E D Y D A A G
E E S C O N V I N C E A E N V N E O R S
L J I E S E L F C O N F I D E N C E U R
A E G N O I N S I D E A D D R E S S F A
Y C N C O R P O S I T I O N B S T H E R
I T A L U G H C O N D I T I O N S T F O
N I T O T I H S T A C T F U L O N H R T
E O U S T O C N I R E F U S E R N E N T
L N R U N A W E A N P O S I T I V E T I
I E E R V I E C N O C R E S P E C T O N
B D H E A D I N G S C A R E S P O N S E
R E A S O N A B L E T E D T O H T E P R
R I N Q U I R Y S A L U T A T I O N P O
T N C O U R T E S Y T O I I O N H A T A
Y A D A P P R E C I A T E S A T N M E L
D E D I A C C E P T A N C E C R E A T L
C O M P L I M E N T A R Y C L O S I N G
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UNIT C: INITIAL CONTACTS WITH EMPLOYERS (1 of 2)

MODULE 9: INTRODUCTION TO UNIT C

LESSON 3: TAKING A QUIZ ON VOCABULARY WORDS

COMPETENCY: You will take a quiz to see if you know the meanings of the vocabulary words for Unit C.

SUPPLIES: Paper, pen/pencil

STUDENT ACTION:

1. DO NOT WRITE ON THESE PAGES.
2. On a separate sheet of paper, write your name, Unit C, Module 9, Lesson 3.
3. Number your paper 1-25.
4. Next to each number, write the letter (A,B, or C) that best tells the meaning of the vocabulary word.

1.	courtesy	A) place B) proof C) politeness
2.	salutation	A) to think highly of something or someone B) greeting of a letter C) date block of a letter
3.	self-confidence	A) being able to say and do the right thing B) a person believes in himself or herself and his or her abilities
4.	position	A) place B) part of the letter that has the name, job title and address of the person getting the letter C) a question
5.	salesmanship	A) to make a person agree with what you believe B) to be sure C) being able to sell things
6.	tactful	A) being able to sell things B) being able to say and do the correct thing C) putting off until later
7.	refuse	A) to say "no" B) to put off until later C) to be sure
8.	positive	A) to feel or show honor B) to be turned down, not accepted C) being sure
9.	respect	A) the way things are B) proof C) to feel or show honor
10.	response	A) proof B) answer C) politeness
11.	reasonable	A) sensible, not foolish B) taking what was offered or given C) to be sure
12.	inquiry	A) a question B) an answer C) a place

13.	body of letter	A) part of the letter than has the name, job title and address of the person getting the letter B) the main part of the letter, the reason the letter was written C) letter writer's written name
14.	appreciate	A) taking what was offered B) to feel or show honor C) to think highly of something or someone
15.	acceptance	A) to make a person agree with what you believe B) to be "turned down," not accepted C) taking what was offered or given
16.	delay	A) to put off until later B) being able to sell things C) sensible, not foolish
17.	rejection	A) to be "turned down," not accepted B) being able to say and do the correct thing C) a person believes in himself or herself and his or her abilities
18.	complimentary closing	A) part of a letter just above the signature (ex. Sincerely yours,) B) date block of a letter C) the main part of a letter, the reason that the letter was written
19.	signature	A) a greeting of the letter B) letter writer's written name C) proof
20.	enclosure	A) part of the letter that has the name, job title and address of the person getting the letter B) something in the envelope in addition to the letter C) date block of a letter
21.	evidence	A) answer B) politeness C) proof
22.	convince	A) to think highly of something or someone B) to be "turned down," not accepted C) to make a person agree with what you believe
23.	inside address	A) part of a letter that has the name, job title and address of the person getting the letter B) part of the letter just above the signature C) greeting of a letter
24.	heading	A) letter writer's written name B) date block of a letter C) the main part of a letter, the reason the letter was written
25.	conditions	A) answer B) to say "no" C) the way things a

PERFORMANCE CHECK: When the quiz is finished, hand to the teacher to be graded.

UNIT C: INITIAL CONTACT WITH EMPLOYERS

MODULE 10: TELEPHONE TECHNIQUES

LESSON 1: READING THE OBJECTIVE, RATIONALE AND STUDENT ACTION FOR MODULE 10

STUDENT DIRECTION: Read the Objective, Rationale and Student Action for Module 10.

OBJECTIVE: You will learn the "how," "why" and importance of using the telephone in contacting an employer. You will also learn how and why to speak on the telephone with a courteous, pleasant, well-modulated voice.

RATIONALE: The world does not come to you to give you a job. Therefore, you must learn how to contact the employer any way that you can, making your own chances. First impressions are lasting. If a telephone call is used as the first contact with an employer, it is important that you know how to use the telephone in a way that will build a good feeling between you and the employer when you call.

STUDENT ACTION:

Lesson 1 - Reading the Objective, Rationale and Student Action to Module 10
Lesson 2 - Learning about Telephone Techniques
Lesson 3 - Practicing a Telephone Call to Set up a Job Interview

STUDENT DIRECTION: Go to Module 10, Lesson 2.

UNIT C: INITIAL CONTACTS WITH EMPLOYERS (1 of 3)

MODULE 10: TELEPHONE TECHNIQUES

LESSON 2: LEARNING ABOUT TELEPHONE TECHNIQUES

COMPETENCY: You will learn the "how," "why" and the importance of using the telephone in contacting an employer.

SUPPLIES: Paper, pen/pencil

STUDENT ACTION:

1. DO NOT WRITE ON THESE PAGES.
2. On a separate sheet of paper, write your name, Unit C, Module 10, Lesson 2.
3. Read and study this lesson.
4. On your paper, write out and answer the fifteen (15) questions in the reading.

TELEPHONE TECHNIQUES

There will be times in your job hunt when you will have to use the telephone. Interviews for jobs listed in the newspaper want ads are often set up by telephone rather than by writing. Employers often contact people looking for jobs by telephone. You may also want to use the telephone to follow up on letters to which you have not received answers in more than a week. You may also want to use the telephone to follow up on leads given to you by friends, relatives or people you know.

(List four (4) reasons for using a telephone in a job hunt.)

1.

2.

3.

4.

The telephone should never be used when a visit would be better. For example, when answering a newspaper want ad, the only purpose of the telephone is to set up an interview, not to have an interview. You should never try to apply for a job over the telephone. Go in person even if it means waiting until the employer has time for you.

(5. What is the purpose of a telephone call in answering a newspaper want ad?)

(6. What should a person never do?)

Skillful use of the telephone is very important in your job hunt. It is often the first contact that you will have with an employer, and at that time the employer will be getting a feeling about you. The employer will form an idea of what you are like by what you say and how you say it. A friendly, warm smile can be "heard," and so can a nervous frown. A small, stopping voice will also create a certain "picture " of you. A pleasant, warm and brave voice will also create a certain "picture" of you.

(7. What is very important in your job hunt?)

What is your telephone "picture"? The following pointers can improve your telephone skills:

1. Plan your call. Have the purpose of your call in mind. Have an outline in your mind (or on paper) of the points you wish to cover (but do not read from the paper on your phone, it would not sound natural).

2. Greet the person pleasantly. Tell the person who you are, and say why you are calling.

3. Speak clearly, not too fast and not too loud or too soft. Try to send an idea of friendliness, enthusiasm and warmth. Put a "smile" in your voice but talk like you always do. Do not sound nervous.

4. Pay attention. If you do not hear something, ask the person to, "repeat that, please." (Take notes if you need to.)

5. Keep your call short but not hurried, and close the call pleasantly.

(8. When you plan your call, what should you have in mind?)

(9. After you greet the person, what should you do?)

(10. How should you speak on the telephone?)

(11. If you do not hear something, what should you do?)

(12. How should you close the telephone call?)

Like other skills, talking on the telephone gets better with practice. You may want to practice what you want to say before calling.

(13. What may you want to do before calling?)

When you are calling, it is a good idea to write down the person's name and say it in the conversation. This brings you closer to the person because you said his or her name.

No matter what happens because of your telephone call, end with a friendly feeling. Even if you do not get an interview, the employer may remember you if another job opens up.

(14. How should you end your telephone call?)

(15. What may ending with a friendly feeling do for you?)

PERFORMANCE CHECK: When the fifteen (15) questions have been written out and answered, hand to the teacher to be graded.

UNIT C: INITIAL CONTACTS WITH EMPLOYERS

MODULE 10: TELEPHONE TECHNIQUES

LESSON 3: PRACTICING A TELEPHONE CALL TO SET UP A JOB INTERVIEW

COMPETENCY: You will practice making a telephone call to see the need for courtesy and a pleasant voice that is not too high or too low.

SUPPLIES: Paper, pen/pencil

STUDENT ACTION:

1. DO NOT WRITE ON THIS PAGE.
2. On a separate sheet of paper, write your name, Unit C, Module 10, Lesson 3.
3. On your paper, put the name of a company and a job at that company for which you would like to apply.
4. Set up a time with your teacher that you could call him or her to practice setting up a job interview.
5. On your paper, write the day and time the call will take place.
6. Give your paper to your teacher so he or she will be able to grade you when you call (make another copy of your paper to keep so that you do not forget.)

PERFORMANCE CHECK: Your teacher will return your paper with a grade for your telephone techniques.

UNIT C: INITIAL CONTACTS WITH EMPLOYERS

MODULE 11: LETTERS TO EMPLOYERS

LESSON 1: READING THE INTRODUCTION TO MODULE 11

STUDENT DIRECTION: Read the Objective, Rationale and Student Action for Module 11.

OBJECTIVE: You will learn about:

*Letters that can be sent to an employer;
*The form to be used in these letters, and
*How to write a letter

RATIONALE: The world does not come to you to give you a job. Therefore, you must learn how to contact the employer any way you can, making your own chances. Because first impressions are lasting, you need to know how to write a letter to an employer that will build a good feeling between you and the employer.

STUDENT ACTION:

Lesson 1 - Reading the Objective, Rationale and Student Action for Module 11
Lesson 2 - Learning about the Letters Sent to an Employer
Lesson 3 - Learning How to Write a Letter of Introduction
Lesson 4 - Writing a Letter of Introduction
Lesson 5 - Learning about a Letter of Application
Lesson 6 - Learning the Do's and Don'ts in Writing a Letter of Application
Lesson 7 - Writing a Letter of Application
Lesson 8 - Addressing an Envelope

STUDENT DIRECTION: Go to Module 11, Lesson 2.

UNIT C: INITIAL CONTACTS WITH EMPLOYERS (1 of 3)

MODULE 11: LETTER TO EMPLOYERS

LESSON 2: LEARNING ABOUT THE LETTERS SENT TO AN EMPLOYER

COMPETENCY: You will learn about the letters you may need to send to a possible employer.

SUPPLIES: Paper, pen/pencil

STUDENT ACTION:

1. DO NOT WRITE ON THESE PAGES.
2. On a separate sheet of paper, write your name, Unit C, Module 11, Lesson 2.
3. Read and study this lesson.
4. On your paper, write out and answer the eleven (11) questions in the reading.

LETTERS TO THE EMPLOYERS

Most of us start out wrong when we begin to look for a job. We act as if we are the center of the world, and the whole problem is to find what we want, without thinking about the employers and what kind of help they need. If you set your goal too narrowly, you are in trouble. Also, if you look for "anything," you may not get hired.

Your job rests on how well you sell yourself. Employers will not come to you. You must go to them and prove you are good enough to be hired. For that reason you should:

*Learn all that you can about the employer before you write a letter.

*Know what you have to offer.

*Know why you want to work for that company.

*Be a super salesperson!

(1. As a person selling yourself, what four things should you do?)

The purpose of a resume is to get you invited to an interview. The purposes of the letter you send with the resume are to introduce you and to start some interest and curiosity on the part of the employer so that he or she not only reads your resume carefully but gives it a lot of thought.

If there is a job opening, you want to get an interview for it!

(2. What are the two purposes of the letter you send with your resume?)

Letters to the employer should be short and to the point. The first paragraph has the same job as a salesman - to get the reader's attention. The first paragraph should be right to the point and show that you have self-confidence.

(3. What is the purpose of the first paragraph?)

By briefly telling some high points in your background that go along with the employer's needs, you can set up a link between what you have to offer and what the employer needs. This is where you try to show something special in your qualifications. It gets the employer to become more interested in you.

(4. How can you set up a link between what you have to offer and what the employer needs?)

By offering evidence, the letter tries to convince an employer that you are the right person for the job. It is not enough to say, "I am a good day care helper." Instead, offer evidence such as, "I have babysat with two children for three years." Be like a lawyer giving proof.

(5. Why is it better to offer evidence of your abilities?)

Start action by asking the employer for an interview. Make it clear that you can come in whenever an interview can be set up. Do not try to set a time yourself. Never try to set conditions or make demands before you are offered a job. Later, if you find things about the job you do not like you can tactfully refuse the job offer.

(6. How can you start action in your letter?)

Some Tips For Better Writing:

A. An attractively packaged product sells best. Make sure your letter is very neat (best, if typed), free of mistakes and erasures, and set up well on the paper. Follow all the rules of formal letter writing. (Oops, there's that English class again.)

●(7. Why must you make sure your letter is very neat, mistake-free and set up well?)

B. Be positive all the way through the letter. Do not "beat around the bush." The letter should not be over one page long, but it should not be only two or three sentences.

●(8. Why should the letter not be too long?)
●(9. Why should the letter not be too short?)

C. Put enough effort into setting up the letter to make sure that it will be treated with respect. A poorly developed letter will probably end up in the wastebasket, but a good letter will get an answer.

(10. What will probably happen to a poor letter?)

If after two weeks you have not had an answer, it is o.k. to call on the telephone. Even if the employer has no openings, he or she may be able to tell you about someone who does.

(11. If you have not had an answer in two weeks, what can you do?)

PERFORMANCE CHECK: After the eleven (11) questions have been written out and answered, hand to the teacher to be graded.

UNIT C: INITIAL CONTACTS WITH EMPLOYERS (1 of 6)

MODULE 11: LETTERS TO EMPLOYERS

LESSON 3: LEARNING HOW TO WRITE A LETTER OF INTRODUCTION

COMPETENCY: You will learn all of the information that you need to put in a letter of introduction.

SUPPLIES: Paper, pen/pencil

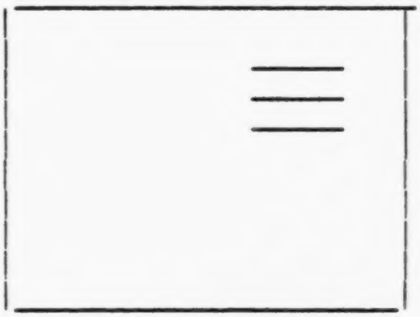
STUDENT ACTION:

1. DO NOT WRITE ON THESE PAGES.
2. Read and study the following information.
3. On a separate sheet of paper, write your name, Unit C, Module 11, Lesson 3.
4. On your paper, write out and answer the eleven (11) questions in the reading.

Sometimes you may not have the chance to meet the employer face-to-face. You can fill out an application or hand in a resume, but you do not get the chance to talk to the employer. In cases like this, it is wise to have a letter of introduction ready. If you cannot get the letter typed (which you should,) use unlined paper and print very clearly (write only if your writing is very, very neat.) It must be easy to read. The employer does not want to waste time trying to figure out your writing.

(1. What can you do if you do not get a chance to meet the employer face-to-face?)
(2. In cases that you do not get to meet the employer, what should you have ready?)
(3. Why should the letter be typed or printed neatly?)

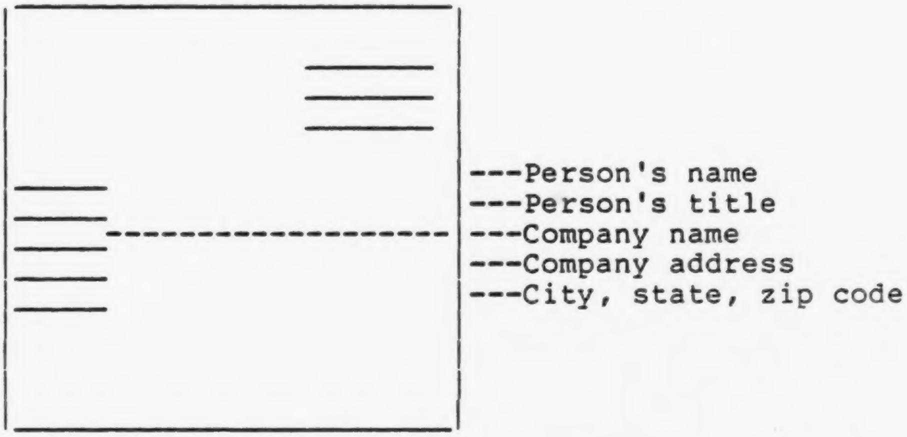
This information goes in the upper right hand side of your paper (HEADING):



---Your street address
---Your city, state and zip code
---The date

(4. Where do you put your address and the date?)

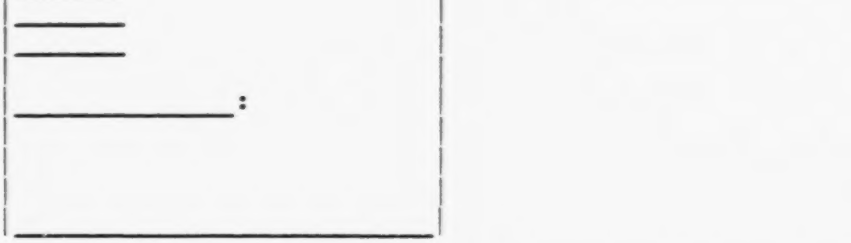
Information about whom the letter is going to (inside address) goes on the left side of the paper.


---Person's name
---Person's title
---Company name
---Company address
---City, state, zip code

If you do not know the person's name, just put down "Personnel Manager" and then the company name. If you do not know the company's name, just leave it out and print the address given in the ad about the job.

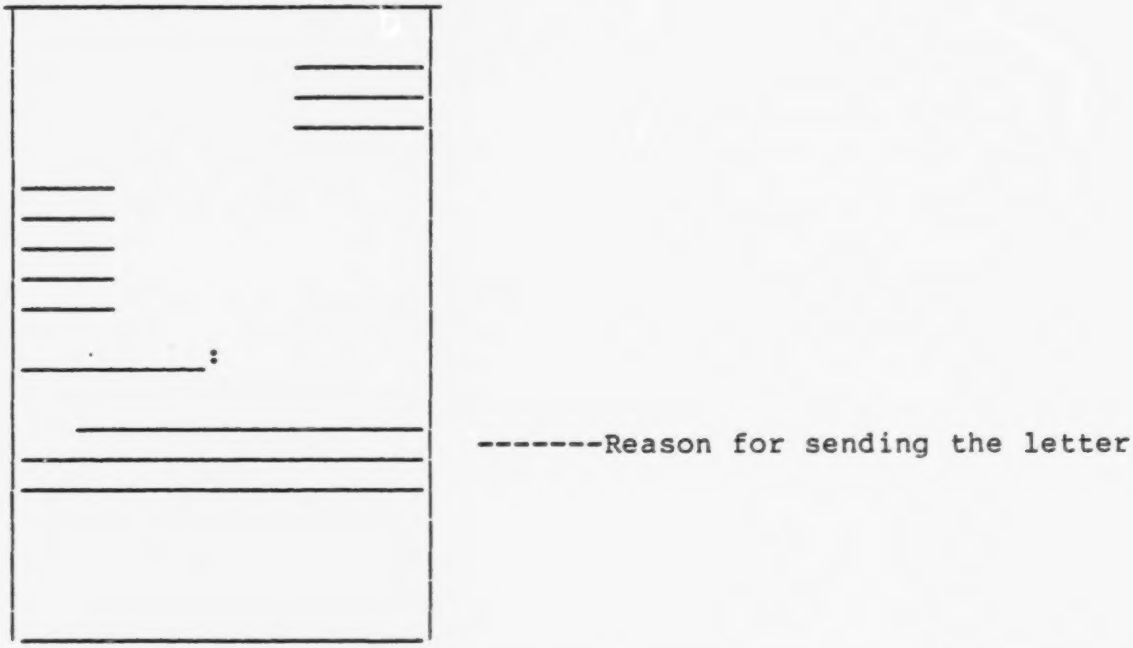
(5. Where does the inside address go?)
(6. What should you do if you do not know the name of the person?)
(7. What should you do if you do not know the company name?)

Skip one line and print in the person's name or Personnel Manager after the word "Dear." After the name, use a colon (:) (Greeting)



(8. What do you use after the greeting?)

After the greeting, skip a line and indent (move in) about one inch. Here you will bring out your reason for sending the letter. One or two sentences are enough.

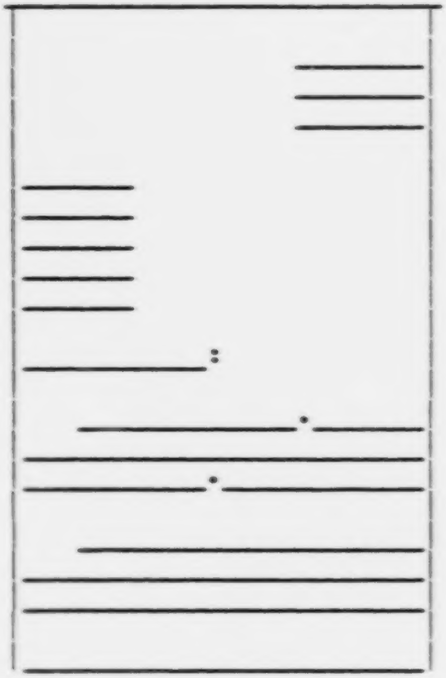


Here are two samples that you could use in printing a letter of introduction:

> Are you looking for someone who is willing to work? Then please consider me as a possible employee.
>
> or
>
> In reference to your want ad in the (give date) issue of the (give name of paper), I would like to express my interest in the position of (give title of job in want ad).

(9. After the greeting, you should print one or two sentences telling what?)

Skip one line and indent just as far as you did in the first paragraph (the beginning of your first one or two sentences).



--------Here you will print out 2 or 3 sentences about your strengths, education, talents, training, experience or interest.

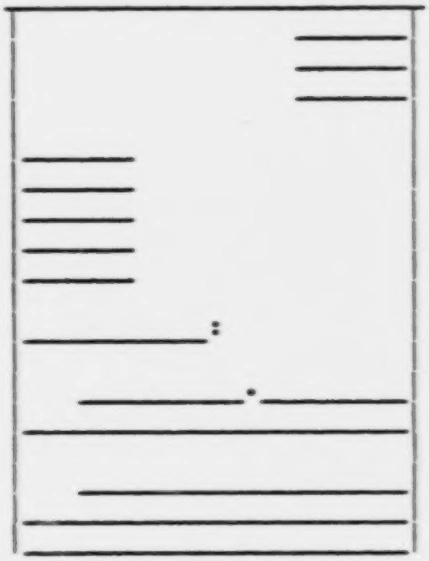
Print your best points. Here are two examples:

As a student in a work program at (Name of your school), I could offer your company my training in job responsibility and dependability. In addition, I would like to begin working full time with your company after graduation and after I have shown you that I am the type of worker you want to work for you.

or

I am very willing to work and apply my current knowledge and skills to your job opening. I am dependable and like to complete a job and be sure it is done correctly.

Skip one line and indent just like you did before.

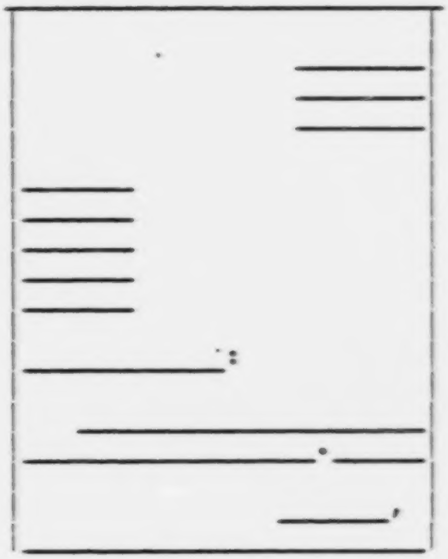


-----Here, print 2 or 3 sentences about your desire for an interview.

Here is an example that you may use:

> It would be my pleasure to meet with you for a personal interview. I shall call you for an appointment within the next few days. Should you wish to contact me, my telephone number is (your phone number).

Skip two lines and print "Sincerely" below the paragraphs, but line it up so that it starts in line with the heading in the right corner of the letter.



----Sincerely, (Closing)

Below "Sincerely," write your name. This is called the signature.

(10. What word should you use for the closing?)
(11. What is the signature?)

PERFORMANCE CHECK: When the eleven (11) questions have been written out and answered, hand to the teacher to be graded.

UNIT C: INITIAL CONTACTS WITH EMPLOYERS

MODULE 11: LETTERS TO EMPLOYERS

LESSON 4: WRITING A LETTER OF INTRODUCTION

COMPETENCY: You will write a letter of introduction.

SUPPLIES: Paper, pen, want ads, Unit C, Module 11, Lesson 3

STUDENT ACTION:

1. DO NOT WRITE ON THIS PAGE.
2. On a separate sheet of paper, write Unit C, Module 11, Lesson 4.
3. Find a job listed in the newspaper want ads for which you would like to apply.
4. Using Unit C, Module 11, Lesson 3 as a guide, print (or type) a letter of introduction in response to the want ad you found.

PERFORMANCE CHECK: When the letter has been written, hand to the teacher to be graded.

UNIT C: INITIAL CONTACTS WITH EMPLOYERS (1 of 5)

MODULE 11: LETTERS TO EMPLOYERS

LESSON 5: LEARNING ABOUT A LETTER OF APPLICATION

COMPETENCY: You will learn about the purpose for, parts of and the form of a letter of application.

SUPPLIES: Paper, pen/pencil

STUDENT ACTION:

1. DO NOT WRITE ON THESE PAGES.
2. On a separate sheet of paper, write your name, Unit C, Module 11, Lesson 5.
3. Read and study this lesson.
4. On your paper, write out and answer the fifteen (15) questions in the reading.

It has become a specialized and technical task just to get the job you want. One part of your task to get a job can be the letter of application. The letter of application can be a tool which can open the door to get the job you want. However, a poorly written letter of application could cause the employer to have a "frown and forget it" attitude. Why do something if it is not worth doing well? A well written letter that describes your qualifications and personality can be a positive factor to an employer looking for help.

PURPOSE OF THE LETTER OF APPLICATION

The purpose of a letter of application is to get an interview with an employer. It can take you a long way to "lining up" your future career. A letter of application is usually written when a person has heard about a job opening. The letter is written because it is not possible to go to an interview because you live too far away or because the employer wants a letter. A letter of application that is complete and interesting is an important part of a successful job hunt. Remember, it is a part. It meets certain purposes, but by itself it will not get you a job. Almost all good employers ask for a personal interview. The letter of application can make a good first impression on the employer and open the way for an interview.

(1. What is the purpose of a letter of application?)
(2. When is a letter of application usually written?)
(3. Why is it written?)

PARTS OF A LETTER OF APPLICATION

The letter can be broken up into seven parts. It is important for you to learn about these parts and the information in each part.

1. Date Block or Heading:

This can be just the month, day and year, example: ______________,
February 1, 1970
or it can be the writer's address, city and state and the date

that the letter is written. Example: 3030 South Street
Ourtown, Illinois 66606
February 1, 1970

(The name of the writer is not put in the date block/heading part of the letter.)

●(4. Write a heading/date block that you would use in a letter of application.)

2. Inside Address

The inside address is the name of the person or department that the letter is being sent to, his/her position (if you know it), his/her address and the city and state.

Examples: Ms. Jane Jones
Personnel Manager
410 W. 10th Street
Yourtown, Il. 62626

or

Personnel Manager
410 W. 10th Street
Yourtown, Il. 62626

●(5. Write an inside address for a letter to be sent to a teacher at school.)

3. The Salutation

The salutation is an introduction of address to the person to whom the letter is being sent. It is almost always done in one of two ways. It can be "Dear manager:" or just be the person's last name. Examples: Dear Manager: or Dear Ms. Jones:

●(6. Write a salutation for a letter to a teacher.)

4. The Body of the Letter

The "body" of the letter has the important information. It is divided into five parts. This is where you tell about yourself and give a mental picture of yourself to the employer. This part of the letter of application will open or close the door for your interview.

Look at the following parts of the body of the letter:

Part 1 - State the job you want

This tells the employer why you have written the letter, that you want this kind of work and exactly what job you want.

Part 2 - Education and Training

This tells the employer that you have (or do not have) the education and training to be able to do the job. An employer is not interested in a person who is not qualified for the job. If you were a boss, would you hire someone who could not do the job?

Part 3 - Past Work Experience

This tells the employer that you have worked before and know what it is like to work. Few employers will hire someone who has never worked at all! The work experience written here should, if possible, go along with the job you want.

Part 4 - One Reference

This tells the employer that he/she can contact someone and ask about you before you are asked to the interview. You must make sure that this person will speak well of you. You surely do not want to use a reference that will not speak well of you. Also, it is best to have the reference's O.K. to use his/her name.

Part 5 - Leave the Door Open

When you end the letter, make sure you let the employer know that you will be happy to come in for an interview when he/she wants you to or to give him/her more information if it is needed. Remember, in a letter of application you are asking, applying and letting the employer know that you want a job with the company. It is important that you leave the door open for the employer to make a decision.

(7. What does part 1 do?)
(8. What does part 2 do?)
(9. What does part 3 do?)
(10. What does part 4 do?)
(11. What does part 5 do?)

The following paragraph tells why the five parts are important and how they tell about you, the job hunter.

When the employer begins reading your letter of application, he/she sees that you are interested in and like a certain kind of work. He/she sees that you want a certain job. As the employer reads along, he/she can tell that you have the education and training for the job and knows that you have worked before. He/she also knows that there are people (not relatives) who know you and your qualities and that these people are willing to speak for you. At this point, you leave the door open for an interview. With this type of letter, you are answering many of the questions the employer is interested in knowing.

5. The Complimentary Closing

There are a number of closings that can be used; however, "Sincerely," and "Sincerely yours," are most often used in business letters such as this.

(12. Write a complimentary closing for a letter of application.)

6. The Signature

The signature, of course, means you sign your name with your regular (or better!) handwriting (no printing the signature).

(13. Write your signature for a complimentary closing.)

7. Enclosure

This word at the bottom left corner of the letter means that other information is in the envelope with the letter. This enclosure is usually a resume. Putting this with your letter gives the employer more information not usually in the letter.

(14. What is the purpose of an enclosure?)
(15. Make a copy of the sample form of a letter of application (page 5) put C,11,5 in the upper left-hand corner.)

PERFORMANCE CHECK: When the 15 questions have been written out and answered, hand to the teacher to be graded.

Block date________
or heading________
____

__________________ The inside
__________________ address
____

__________________The Salutation

(State exact job you want)____

(Education and training)____

(Past work experience)____

(One reference)____

(Leave the door open)____

______________Complimentary
Closing

______________Signature

________________Enclosure

UNIT C: INITIAL CONTACTS WITH EMPLOYERS (1 of 4)

MODULE 11: LETTERS TO EMPLOYERS

LESSON 6: LEARNING THE DO'S AND DON'TS IN WRITING A LETTER OF APPLICATION

COMPETENCY: You will learn what to do and what not to do in writing a letter of application.

SUPPLIES: Paper, pen/pencil

STUDENT ACTION:

1. DO NOT WRITE ON THESE PAGES.
2. On a separate sheet of paper, write your name, Unit C, Module 11, Lesson 6.
3. Read and study this lesson.
4. On your paper, write out and answer the twenty (20) questions in the reading.

WRITING A GOOD LETTER OF APPLICATION

You will need to be careful in writing a good letter so that it gets the results you want - an interview. The letter must stand out from the many other letters the employer will get. It must show that you, the job hunter, are a solid, sincere and dependable person. It must be short and, at the same time, make the employer want to meet you. In other words, it must "sell" you.

(1. Why will you need to be careful in writing a good letter?)
List the four things a letter of application must do.
(2)
(3)
(4)
(5)

1. Be neat. You can use a typewriter or, if you write, write on unlined paper.

2. Write to a specific person. Write your letter so that it will meet the employer's needs and policies.

3. Be as short as possible. If the letter takes more than one page, do not write on the back side of the page.

4. State a certain job. Do not say that you want any job.

5. Be yourself. Do not copy or use someone else's letter.

6. Be sincere. State facts.

7. Show that you have confidence. Let the employer know that you believe in yourself.

8. Ask for an interview, but make setting up the interview as easy as possible for the employer.

9. Let the employer know where you are. Make certain the employer knows how and where he/she can reach you.

10. Write several copies of the letter before you make a final one.

11. Make a copy of your letter so that you can refresh your memory about what you wrote at a later date.

NOTE OF INTEREST

If you want to get job, you should think about everything. You should plan when your letter will arrive and be read by the employer. Most people say that Mondays and Fridays are the busiest days. If your letter arrives on one of these days, the employer may not give his full attention to it. Try to make your letter arrive in the middle of the week. Be prepared and take advantage of everything you can.

(6. Why should you plan when your letter will arrive?)

DON'TS IN WRITING A LETTER OF APPLICATION

Since you read the good points of a letter of application, it is only natural that you understand what things should be avoided in preparing a letter. This information can be divided into three (3) areas: Personal, Job and Other Information.

Personal Information

1. Don't go into detail about how great you are.
2. Don't brag about your past.
3. Don't show an attitude that the world owes you a job.
4. Don't tell about your early childhood and early schooling.
5. Don't tell about your gripes or secret wishes.
6. Don't say that you want the job because you need it.

List three (3) things that you should not do in the personal information area:

(7)
(8)
(9)

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Job Information

1. Don't say that you are not interested in money.
2. Don't "knock" your past employers - be loyal, even if it hurts.
3. Don't "knock" your past jobs.

List three (3) things that you should not do in the Job Information area:

(10)
(11)
(12)

Other Information

1. Don't go into detail with what you have to say. Be as brief and as to the point as possible.
2. Don't use big words no one would understand. Very few people are impressed by letters written this way.
3. Don't give unimportant information, (For example: you apply for a job as a janitor, and in your letter you say that you won a dance contest in the 10th grade.)
4. Don't use postscripts (P.S.).
5. Don't repeat things or drag a letter on at the end. Just say what needs to be said, then close the letter.

List three (3) things that you should not do in the Other Information area:

(13)
(14)
(15)

Why Letters of Application Are Thrown out

There are many reasons why letters of application are thrown out. The most common ones are listed below. Read them carefully.

1. The letter is messy and uninviting.
2. The letter is written on dirty or wrinkled paper.
3. The letter is written on lined paper.
4. The letter is written in pencil.
5. The letter is written in any color other than blue or black (example: red or green).

6. The letter is written on hotel stationery.

7. The letter is written on odd-sized paper.

8. The letter is written on colored paper.

9. The letter is written on scented or perfumed paper.

List five reasons why letters of application are thrown out:

(16)
(17)
(18)
(19)
(20)

PERFORMANCE CHECK: When the twenty (20) questions have been written out and answered, hand to the teacher to be graded.

UNIT C: INITIAL CONTACTS WITH EMPLOYERS (1 of 2)

MODULE 11: LETTERS TO THE EMPLOYER

LESSON 7: WRITING A LETTER OF APPLICATION

COMPETENCY: You will write a letter of application which can be used in a job hunt.

SUPPLIES: 1 sheet lined paper, 1 sheet unlined paper, pen, Unit C, Module 11, Lesson 5, (copy of form of a letter of application), copy of newspaper want ads.

STUDENT ACTIVITY:
1. DO NOT WRITE ON THESE PAGES.
2. On a separate sheet of unlined paper, write Unit C, Module 11, Lesson 7.
3. On your paper, write a letter of application using the following directions.

1. Place a sheet of lined paper, under your unlined paper. You can use the lines that show through so that your writing is neat.

2. In the upper, right hand corner of your unlined paper, neatly write or print in the heading.

   Your street address
   city, state, zip code
   today's date

3. Skip one line and neatly write (or print) the inside address. (Check your copy of the form of a letter of application - C,11,5 to see where the inside address should be written.) For this lesson, write the letter to a teacher, using the school's address.

   Person's name
   Person's title
   Company (school) name
   Address
   City, state, zip code

4. Skip one line and neatly write (or print) the salutation. (Check your copy of the form of a letter of application - C,11,5 to see where the salutation should be written.)

   Dear________________:

5. Skip one line and indent (move in) about one inch from where you wrote the salutation. This shows the start of a paragraph. In this paragraph you state the job that you want. You will also state how you found out about the job. Here is an example. You can use it or make up your own.

In reference to your employment ad in the (give the date) issue of the (give the name of the newspaper), I would like to express my interest in your want ad for (give title of job listed in the ad).

6. On the following line, indent one inch from where the above line started. In this paragraph, you will tell about your education and training. Neatly write or print one or two sentences telling what school you attend and telling the courses that you have had that could help you on the job.

7. On the following line, indent one inch from where the above lines started. In this paragraph, you will neatly write (or print) one or two sentences telling about your work experiences.

8. On the following line, indent one inch from where the above line started. In this paragraph, you will neatly write (or print) the information about a reference. You may use the following example:

(Reference's name) said that I could use (his/her) name as a reference. (He/she) works at (name of reference's place of business.) You can contact (him/her) at (reference's address, reference's phone number.)

9. On the following line, indent one inch from where the above line started. In this paragraph, you will leave the door open for an interview. You may use the following example:

It would be my pleasure to meet with you for a personal interview. I shall call you for an appointment within the next few days. Should you wish to contact me, my telephone number is (your phone number).

10. Skip a line and neatly write (or print) the complimentary closing. This should be on the right side of the paper, directly in line with the heading. (Check your copy of the form of a letter of application C,11,5, page 5).

    A good complimentary closing to use is "Sincerely yours."

11. Just under the complimentary closing, sign (write) your name.

PERFORMANCE CHECK: When the letter has been written, hand to the teacher to be graded.

UNIT C: INITIAL CONTACTS WITH EMPLOYERS (1 of 2)

MODULE 11: LETTERS TO EMPLOYERS

LESSON 8: ADDRESSING AN ENVELOPE FOR A LETTER OF APPLICATION

COMPETENCY: You will learn to correctly address an envelope.

SUPPLIES: Paper, pen/pencil

STUDENT ACTION:

1. DO NOT WRITE ON THESE PAGES.
2. On a separate sheet of paper, write your name, Unit C, Module 11, Lesson 8.
3. Read and study this lesson.
4. On your paper, draw an envelope.
5. On the envelope, write your return address.
6. On the envelope, write the name and address where the letter of application (Unit C,11, 7) was to be sent.

ADDRESSING AN ENVELOPE

When you have neatly written (or printed) your letter of application, you will want to mail it in an envelope that is correctly addressed. The following drawing is like the envelope used by Erin Marieski when she answered a newspaper ad with a letter of application. Notice the capital letters (Here's that English class, again!), commas, zip code numbers and names on the envelope. The name of the person sending the letter (Erin Marieski in this example) is in the upper left-hand corner of the envelope. The name of the person or place getting the letter is in the center of the envelope.

Erin Marieski
1073 South 27th St.
Ourtown, Il. 12345

Ourtown Journal - Star
1540 East 4th Street
Yourtown, Illinois 54321

Your Name
Your Address
Your City, State Zip Code

STAMP

Addressee's Name
Company Name
Address
City, State Zip Code

PERFORMANCE CHECK: When the envelope has been drawn and addressed, hand to the teacher to be graded.

UNIT C: INITIAL CONTACTS WITH EMPLOYERS

MODULE 12: THE WALK-IN APPROACH

LESSON 1: READING THE OBJECTIVE, RATIONALE AND STUDENT ACTION FOR MODULE 12

STUDENT DIRECTION: Read the Objective, Rationale and Student Actions for Module 12.

OBJECTIVE: You will understand the importance and the method of the walk-in approach as a way of getting a job, develop a pocket resume and write a checklist for job interviews.

RATIONALE: The world does not come to you to give you a job. Therefore, you must learn to contact the employer any way you can, making your own chances. First impressions are lasting. If you walk into a business trying to get a job, it is important that you know how to act when first talking to an employer so that a good feeling is set up between the employer and you.

STUDENT ACTION:
Lesson 1 - Reading the Objective, Rationale and Student Action for Module 12
Lesson 2 - Learning About the Walk-in Approach
Lesson 3 - Developing a Pocket Resume
Lesson 4 - Writing the Checklist for a Job Interview

STUDENT DIRECTION: Go to Module 12, Lesson 2.

UNIT C:	INITIAL CONTACTS WITH EMPLOYERS	(1 of 3)
MODULE 12:	THE WALK-IN APPROACH	
LESSON 2:	LEARNING ABOUT THE WALK-IN APPROACH	
COMPETENCY:	You will learn about the importance and method of the Walk-in Approach as a way of getting a job.	
SUPPLIES:	Paper, pen/pencil	

STUDENT ACTION:

1. DO NOT WRITE ON THESE PAGES.
2. On a separate sheet of paper, write your name, Unit C, Module 12, Lesson 2.
3. Read and study this lesson.
4. On your paper, write out and answer the twelve (12) questions in the reading.

THE WALK-IN APPROACH

What could be more simple and direct than walking into a business and asking to see the boss? Of all the ways of getting a job, the Walk-in Approach can be the best if you know how to do it. Like most very simple things, there is a way to do it right.

The main thing to remember is that no matter how you do it, job success depends on how well you can build goodwill with your employer and fellow employees. In the walk-in approach, you must set up a feeling right away that will cause the employer to do one of two things: (a) hire you or (b) make the employer want to help you find a job somewhere else.

(1. What is the main thing to remember?)
(2. What must the feeling you set up do?)

Some walk-ins will happen because you see a "help wanted" sign, a poster in a store window or a notice of a job on a bulletin board. Others may happen because you have a hunch. If there is a real chance of finding a job, you should always be prepared to make a walk-in application at any time. You cannot know all of the places a job hunt may take you. Mr. Smith may send you to Mrs. Jones and so on.

(3. What should you always be prepared to do?)

For this reason, you should always have plenty of pocket resumes with you when you are job hunting. Add to your supply of resumes a bunch of self-confidence, a winning smile, enthusiasm and a determination to succeed.

(4. What should you always have with you if you want a job?)

Here are some pointers to help you in the Walk-in Approach:

1. It always helps to know as much about the employer as possible: what the business does, what kinds of jobs it has, what its service area is, its history, how it is set up, its special problems, its goals, and so on. If you cannot find someone who can tell you about these things, it is possible to learn some of them by looking at sales pamphlets or other advertising, even the "yellow pages" can give you good clues.

(5. List three (3) things that you should know about the business.)
(6. List three (3) ways that you can find out about a business.)

2. Often the boss is the first person to get to work. Bright and early in the morning before things get busy is a great time to drop in. You will be surprised at how friendly people can be before things get real busy at work. By all means, try to see the right person at the right time. If the time you pick to go in is not good, try to set up a time when you can come back later.

(7. When is a great time for the Walk-in Approach?)
(8. If the time you pick to go is not good, what should you do?)

3. Appearance (how you look to others) is very important. Be clean and neat. Wear what you would if you already had the job (or better). Let the employer see what you will look like on the job.

(9. What should you wear?)

4. Be alert, posed and dynamic. Have a firm handshake and look the employer in the eye. Be enthusiastic, positive and determined to either get a job or gain a friend in your job hunt.

(10. What should you be?)

5. Remember, the employer did not know you were coming. Do not try to take up too much time. On the other hand, do not just pop in and out. The employer either has time to see you or does not have time. If not, try to set up a time that is better. You should plan to talk to him or her for at least five to ten minutes (or however long it takes to impress the employer). Keep an eye on the clues the employer will give you (offering you coffee-good, shuffling papers and looking around-bad) so that you can plan your time.

(11. How long should you plan to talk to the employer?)

6. If you do not know what to say, let the employer take the lead. Remember, he or she is used to talking to people looking for a job.

(12. What should you do if you do not know what to say?)

7. Above all, do not get "down" on yourself. Even if the employer acts grumpy, be positive. Just think that maybe it was something he or she had for breakfast and move on. You would not want to work for a grouch anyway; would you? No matter what, do not loose your "cool." Do not let someone else's bad qualities bring out your bad ones, too. Think of your job hunt as a simple problem: the more people you see, the more your chances of getting a job.

PERFORMANCE CHECK: When the twelve (12) questions have been written out and answered, hand to the teacher to be graded.

UNIT C: INITIAL CONTACT WITH EMPLOYER (1 of 2)

MODULE 12: THE WALK-IN APPROACH

LESSON 3: WRITING A POCKET RESUME

COMPETENCY: You will develop a pocket resume that you can take with you on job interviews.

SUPPLIES: Pocket Resume, pen/pencil

STUDENT ACTION:

1. DO NOT WRITE ON THIS PAGE.
2. Get a pocket resume from your instructor.
3. Fill out the pocket resume neatly and accurately.

PERFORMANCE CHECK: On the back of the resume, put your name, Unit C, Lesson 3. Give it to your teacher so that it can be graded.

POCKET RESUME

EDUCATION	Name & Address of School	How Long Attended	Year Graduated	Courses or Degree
HIGHEST GRADE COMPLETED				
OTHER TRAINING, ETC				
TOOLS, EQUIPMENT, MACHINES OPERATED				

WORK EXPERIENCE EMPLOYMENT RECORD

EMPLOYER'S NAME & ADDRESS	NAME OF SUPERVISOR	FROM	TO	WAGE OR SALARY

REFERENCES	ADDRESS	PHONE NUMBER

ADDRESS:

Number Street Zip Code Telephone Number

SOCIAL SECURITY NUMBER:

UNIT C: INITIAL CONTACT WITH EMPLOYER

MODULE 12: THE WALK-IN APPROACH

LESSON 4: WRITING THE CHECKLIST FOR A JOB INTERVIEW

COMPETENCY: The student will write out a checklist to learn about the preparation for a job interview.

SUPPLIES: Paper, pen/pencil

STUDENT ACTION:

1. DO NOT WRITE ON THIS PAGE.
2. On a separate sheet of paper, write your name, Unit C, Module 12, Lesson 4.
3. On your paper, make a copy of the following checklist.

CHECKLIST FOR A JOB INTERVIEW

PREPARATION

___Learn something about company.
___Have a job or jobs in mind.
___Fill in Pocket Resume.
___Think about your qualifications for job.
___Be prepared to answer questions about yourself.
___Bring any military discharge papers.

APPEARANCE

___Freshly scrubbed
___Well groomed
___Suitable dress
___Make-up in good taste

INTERVIEW

___Be prompt.
___Answer questions directly and truthfully.
___Be well mannered.
___Use proper grammar and good diction.
___Be enthusiastic and cooperative.
___Don't be afraid to ask questions.

TEST

___Listen to instructions.
___Read each question carefully.
___Write neatly and clearly.
___Don't stay too long on one question.

PERFORMANCE CHECK: When you have written out the checklist, hand in to the teacher to be graded.

UNIT D: APPLICATION FORMS (1 of 2)

MODULE 13: INTRODUCTION TO UNIT D

LESSON 1: READING THE OBJECTIVE, RATIONALE AND STUDENT ACTION FOR UNIT D

STUDENT DIRECTION: Read the Objective, Rationale and Student Action for Unit D.

OBJECTIVE: You will be able to give potential employers important information, neatly and accurately on application forms so that the employer can consider you for a job.

RATIONALE: Being able to read and fill out a job application form is an important step in getting a job. Most employers want an application form filled out before they hire someone.

Many times, how the application looks and the information on it decide if you get a job. Employers use this information to hire you, invite you to an interview or to ask for a resume.

Studies show that many people cannot fill out an application form correctly because they do not understand the questions or abbreviations on the forms. Your writing and spelling skills need to be improved to help you in filling out the application. You need to be able to answer all of the questions on the forms. The company would not ask those questions if they were not needed to help the company decide on whom to hire.

STUDENT ACTION: Module 13: INTRODUCTION

Lesson 1 - Reading the Objective, Rationale and Student Action for Unit D
Lesson 2 - Learning the Vocabulary Words
Lesson 3 - Taking a Vocabulary Quiz
Lesson 4 - Learning the Vocabulary Words
Lesson 5 - Taking a Vocabulary Quiz
Lesson 6 - Learning the Vocabulary Words
Lesson 7 - Taking a Vocabulary Quiz

Module 14: ABBREVIATIONS USED ON JOB APPLICATIONS

Lesson 1 - Reading the Objective, Rationale and Student Action for Module 14
Lesson 2 - Learning the Most Common Abbreviations

Lesson 3 - Learning the Most Common Abbreviations
Lesson 4 - Take a Quiz on Abbreviations
Lesson 5 - Knowing the Abbreviations Used on Application Forms

Module 15: THE CORRECT WAY TO FILL OUT AN APPLICATION

Lesson 1 - Reading the Objective, Rationale and Student Action for Module 15
Lesson 2 - Understanding the General Rules for Filling Out an Application
Lesson 3 - Learning How to Fill Out the Personal Part of an Application
Lesson 4 - Learning How to Fill Out the Education and Previous Employment Part of an Application
Lesson 5 - Learning How to Fill Out the Military and References Parts of an Application

Module 16: FILLING OUT JOB APPLICATION FORMS

Lesson 1 - Reading the Objective, Rationale and Student Action for Module 16
Lesson 2 - Filling Out Information about References
Lesson 3 - Checking a Filled out Application for Mistakes
Lesson 4 - Answering Questions about a Completed Application Form
Lesson 5 - Filling Out an Application
Lesson 6 - Filling Out an Application
Lesson 7 - Filling Out an Application
Lesson 8 - Filling Out an Application
Lesson 9 - Filling Out an Application
Lesson 10 - Filling Out an Application

STUDENT DIRECTION: Go to Module 13, Lesson 2.

UNIT D: APPLICATION FORMS (1 of 2)

MODULE 13: INTRODUCTION

LESSON 2: LEARNING THE VOCABULARY WORDS FOR UNIT D

COMPETENCY: You will learn the vocabulary words so that you will better understand the information in Unit D.

SUPPLIES: Word search, pen/pencil

STUDENT ACTION:

1. DO NOT WRITE ON THESE PAGES.
2. Write your name on the word search.
3. Circle each of the vocabulary words in the word search.
4. Study the vocabulary words and meanings.
5. When you know the meanings of the vocabulary words, go to Lesson 3, the Vocabulary Quiz.

VOCABULARY WORDS AND MEANINGS

1. address - street, number, city, state and zip code
2. apprentice - a person learning a trade
3. aptitude - ability
4. arrest - to take to jail or court
5. birth certificate - a legal paper to prove date of birth, place of birth and parents' names
6. blank - empty
7. bonded - a legal paper saying that a person, working with money, will do his or her job honestly and correctly
8. character - how a person is morally
9. chronic - happening for a long time
10. citizen - a legal member of a nation
11. company - a place of business
12. compensation - something given to make up for a loss
13. complete - with all the parts, whole, entire
14. confidential - spoken or written as a secret
15. convicted - proven guilty

16.	courses	- classes (as in school)
17.	defect	- a fault, a lack of something important
18.	dependent	- a person taken care of by another person
19.	disability	- being unable to do some things; not having ability
20.	discharged	- released, let go
21.	documents	- legal papers
22.	education	- schooling, knowledge and skills gained through training
23.	eligible	- able to be chosen
24.	emergency	- a need for action right now
25.	employed	- having a job, working

PERFORMANCE CHECK: When the word search has been finished, hand to the teacher to be graded.

UNIT D, MODULE 13, LESSON 2 WORD SEARCH NAME______________________

ADDRESS
APPRENTICE
APTITUDE
ARREST
BIRTH CERTIFICATE
BLANK
BONDED
CHARACTER
CHRONIC
CITIZEN
COMPANY
COMPENSATION
COMPLETE
CONFIDENTIAL
CONVICTED
COURSES
DEFECT
DEPENDENT
DISABILITY
DISCHARGED
DOCUMENTS
EDUCATION
ELIGIBLE
EMERGENCY
EMPLOYED

C	O	M	P	L	E	T	E	O	D	I	S	C	H	A	R	G	E	D	W	S
E	B	C	Y	K	N	A	L	B	E	M	P	L	O	Y	E	D	A	O	A	C
D	L	I	L	B	A	I	I	I	P	M	S	C	A	U	A	R	R	T	S	H
U	I	C	R	L	O	N	G	D	E	F	E	C	T	P	B	R	K	I	P	O
C	O	B	L	T	R	U	I	N	N	P	A	R	U	L	T	O	R	N	X	O
A	O	A	Z	S	H	E	B	S	D	O	R	S	G	A	L	I	N	E	G	L
T	N	U	E	R	S	C	L	M	E	N	I	F	F	E	D	E	T	D	S	Z
I	C	S	R	U	H	B	E	A	N	P	E	R	I	R	N	G	I	U	E	T
O	S	E	N	S	B	G	S	R	T	Y	N	A	P	M	O	C	Z	F	D	D
N	C	T	I	N	E	Z	I	S	T	C	I	T	I	Z	E	N	Y	G	O	E
D	O	R	E	M	E	S	A	H	D	I	S	A	B	I	L	I	T	Y	C	S
R	S	V	P	S	O	O	N	C	I	U	F	P	A	L	O	O	K	E	U	S
C	O	N	F	I	D	E	N	T	I	A	L	I	T	R	U	M	P	E	M	E
L	S	O	F	A	D	E	T	C	I	V	N	O	C	S	O	U	T	H	E	R
A	C	I	N	O	R	H	C	O	M	P	E	N	S	A	T	I	O	N	N	D
T	I	D	O	L	A	N	D	H	C	H	A	R	A	C	T	E	R	T	T	D
S	P	R	T	S	A	E	A	P	P	R	E	N	T	I	C	E	I	N	S	A

UNIT D: APPLICATION FORMS (1 of 2)

MODULE 13: INTRODUCTION

LESSON 3: TAKING A QUIZ ON VOCABULARY WORDS

COMPETENCY: You will take a vocabulary test to see if you understand the vocabulary words for Unit D.

SUPPLIES: Paper, pen/pencil

STUDENT ACTION:

1. DO NOT WRITE ON THESE PAGES.
2. On a separate sheet of paper, write your name, Unit D, Module 13, Lesson 3.
3. On your paper, number 1 to 25.
4. Next to the numbers, write down the correct letters (A,B, or C) which give the meanings of the words.

1. character — A) ability B) how a person is morally C) a fault; lacking in something important

2. confidential — A) something given to make up for a loss B) spoken or written as a secret C) a person learning a trade

3. eligible — A) empty B) unable to do some things C) able to be chosen

4. address — A) street, number, city, state and zip code B) having a job; working C) classes (as in school)

5. citizen — A) a person taken care of by another person B) a place of business C) a legal member of a nation

6. dependent — A) spoken or written as a secret B) to take to jail or court C) a person taken care of by another person

7. arrest — A) to take to jail or court B) to prove guilty C) not having ability

8. blank — A) empty B) released C) ability

9. compensation — A) how a person is morally B) something given to make up for a loss C) knowledge and skills gained through training

10. company — A) with all the parts; whole; entire B) a person learning a trade C) a place of business

11. aptitude — A) ability B) happening for a long time C) a lacking of something important; a fault

12. employed — A) spoken or written in secret B) having a job; working C) released; let go

13.	education	A) to go to jail or court B) a legal paper to prove date of birth, place of birth and parents' names C) schooling; knowledge and skills gained through training
14.	emergency	A) a place of business B) a need for action right now C) able to be chosen
15.	documents	A) persons learning a trade B) legal papers C) legal members of a nation
16.	apprentice	A) schooling; knowledge and skills gained through training B) a fault; a lack of something important C) a person learning a trade
17.	birth certificate	A) a legal paper saying that a person, working with money, will do his or her job honestly and correctly B) a legal member of a nation C) a legal paper to prove date of birth, place of birth and parents' names
18.	defect	A) to be proved guilty B) a need for action right now C) a fault; a lack of something important
19.	discharged	A) released; let go B) to be proved guilty C) to be taken to jail or court
20.	disability	A) something given to make up for a loss B) unable to do some things; not having ability C) ability
21.	bonded	A) a legal paper saying that a person, working with money, will do his or her job honestly and correctly B) have a job; working C) classes (as in school)
22.	chronic	A) a place of business B) happening for a long time C) able to be chosen
23.	courses	A) classes (as in school) B) schooling; knowledge and skills gained through training C) how a person is morally
24.	convicted	A) having a job; working B) able to be chosen C) proven guilty
25.	complete	A) spoken or written in secret B) with all the parts; whole; entire C) unable to do some things; not having the ability

PERFORMANCE CHECK: When the quiz has been finished, hand to the teacher to be graded.

UNIT D: APPLICATION FORMS

MODULE 13: INTRODUCTION

LESSON 4: LEARNING THE VOCABULARY FOR UNIT D

COMPETENCY: You will learn the vocabulary words so that you will better understand the information in Unit D.

SUPPLIES: WORD SEARCH, pen/pencil

STUDENT ACTION:

1. DO NOT WRITE ON THIS PAGE.
2. Write your name on the word search.
3. Circle each of the vocabulary words in the word search.
4. Study the vocabulary words and meanings.
5. When you know the meanings of the vocabulary words, go to Lesson 5, the Vocabulary Quiz.

VOCABULARY WORDS AND MEANINGS

1. federal - having to do with the government
2. fee - money paid to have a job done
3. felony - a serious crime
4. firm - a company
5. health - condition of the body
6. height - how tall someone or something is
7. illness - sickness
8. information - facts
9. injury - harm; hurt; damage
10. institution - a church, school, college, hospital, etc.
11. insurance - the protection of property, health, income or life against loss
12. interviewer - the person who asks questions to people applying for a job
13. legibility - clearness and neatness of printing or writing
14. location - where something or someone is
15. maiden name - a woman's last name before she is married
16. marital status - whether a person is single, married, separated, divorced or widowed
17. medical - having to do with medicine
18. misdemeanor - a crime that is not very serious
19. misrepresentation - a lie or untruth
20. naturalized - becoming a citizen after living in a country for a number of years
21. notification - a written or spoken message
22. omission - the act of leaving someone or something out
23. operator - a person who runs machinery
24. organization - a group
25. permanent - lasting a long time

PERFORMANCE CHECK: When the word search has been finished, hand to the teacher to be graded.

UNIT D, MODULE 13, LESSON 4 WORD SEARCH NAME________________________

FEDERAL
FEE
FELONY
FIRM
HEALTH
ILLNESS
INFORMATION
INJURY
INSTITUTION
INSURANCE
INTERVIEWER
LEGIBILITY
LOCATION
MAIDEN NAME
MARITAL STATUS
MEDICAL
MISDEMEANOR
MISREPRESENTATION
NATURALIZED
NOTIFICATION
OMISSION
OPERATOR
ORGANIZATION
PERMANENT

Y	R	U	J	N	I	M	R	I	F	N	O	I	T	A	M	R	O	F	N	I
A	L	A	R	E	D	E	F	G	A	Y	L	E	G	I	B	I	L	I	T	Y
R	Y	L	A	C	I	D	E	M	A	N	N	E	D	I	A	M	C	X	A	E
G	B	L	A	R	U	T	A	N	O	I	T	A	C	I	F	I	T	O	N	D
D	E	Z	I	L	A	R	U	T	A	N	H	T	L	A	E	H	E	E	E	F
R	E	W	E	I	V	R	E	T	N	I	B	O	S	S	E	N	L	L	I	E
S	U	T	A	T	S	L	A	T	I	R	A	M	R	O	T	A	R	E	P	O
C	R	S	T	H	G	I	E	H	N	O	I	T	A	Z	I	N	A	G	R	O
E	C	N	A	R	U	S	N	I	Z	L	E	L	N	O	I	S	S	I	M	O
M	D	R	O	N	A	E	M	E	D	S	I	M	N	O	I	T	A	C	O	L
E	V	X	T	U	T	N	E	N	A	M	R	E	P	J	K	V	M	W	N	G
L	I	R	I	N	O	I	T	U	T	I	T	S	N	I	Y	N	O	L	E	F
M	I	S	R	E	P	R	E	S	E	N	T	A	T	I	O	N	H	L	P	Q

UNIT D: APPLICATION FORMS (1 of 3)

MODULE 13: INTRODUCTION

LESSON 5: TAKING A QUIZ ON VOCABULARY WORDS

COMPETENCY: You will take a vocabulary quiz to see if you understand the vocabulary words for Unit D.

SUPPLIES: Paper, pen/pencil

STUDENT ACTION:

1. DO NOT WRITE ON THESE PAGES.
2. On a separate sheet of paper, write your name, Unit D, Module 13, Lesson 5.
3. On your paper, number 1 to 25.
4. Next to the numbers, write down the correct letters (A,B, or C) which give the meanings of the words.

1. insurance	A) having to do with the government B) the protection of property, health, income or life against loss C) to become a citizen after living in a country for a number of years
2. felony	A) a serious crime B) a crime that is not very serious C) the act of leaving someone or something out
3. permanent	A) where something or someone is B) condition of the body C) lasting a long time
4. omission	A) the act of leaving someone or something out B) a group C) a school, church, college, hospital, etc.
5. firm	A) having to do with medicine B) a company C) condition of the body
6. location	A) where something or someone is B) having to do with the government C) clearness and neatness of printing or writing
7. misrepresentation	A) harm; hurt; damage B) whether a person is single, married, separated, divorced or widowed C) a lie or untruth
8. health	A) the protection of property, health, income or life from loss B) having to do with medicine C) condition of the body
9. federal	A) lasting a long time B) having to do with the government C) a company

10.	naturalized	A) the act of leaving someone or something out B) becoming a citizen after living in a country for a number of years C) a written or spoken message
11.	information	A) facts B) a lie or untruth C) a serious crime
12.	organization	A) a group B) where something or someone is C) money paid out to have a job done
13.	notification	A) a written or spoken message B) a church, school, college, hospital, etc. C) facts
14.	operator	A) having to do with medicine B) lasting a long time C) a person who runs machinery
15.	illness	A) the protection of property, health, income or life against loss B) condition of the body C) sickness
16.	misdemeanor	A) a serious crime B) a crime that is not very serious C) the act of leaving something or someone out
17.	medical	A) having to do with medicine B) sickness C) harm; hurt; damage
18.	height	A) how tall someone or something is B) how heavy someone or something is C) facts
19.	injury	A) harm; hurt; damage B) sickness C) having to do with medicine
20.	fee	A) a serious crime B) money paid to have a job done C) lasting a long time
21.	interviewer	A) a person who runs machinery B) the person who asks questions to people applying for a job C) a written or spoken message
22.	marital status	A) condition of the body B) whether a person is single, married, separated, divorced or widowed C) a group
23.	legibility	A) a serious crime B) clearness and neatness of printing or writing C) a lie or untruth
24.	institution	A) a group B) the protection of property, health, income or life against loss C) a church, school, college, hospital, etc.
25.	maiden name	A) having to do with the government B) the act of leaving someone or something out C) a woman's last name before she is married

PERFORMANCE CHECK: When the quiz has been finished, hand to the teacher to be graded.

UNIT D: APPLICATION FORMS

MODULE 13: INTRODUCTION

LESSON 6: LEARNING THE VOCABULARY WORDS FOR UNIT D

COMPETENCY: You will learn the vocabulary words so that you will better understand the information in Unit D.

SUPPLIES: Word search, pen/pencil

STUDENT ACTION:

1. DO NOT WRITE ON THIS PAGE.
2. Write your name on the word search.
3. Circle each of the vocabulary words in the word search.
4. Study the vocabulary words and meanings.
5. When you know the meanings of the vocabulary words, go to Lesson 7, the vocabulary quiz.

VOCABULARY WORDS AND MEANINGS

1.	personnel	- employees; people working for a company
2.	physical	- having to do with the body
3.	private	- secret; confidential
4.	record	- report
5.	reference	- a person to whom questions about your character or ability can be asked
6.	relationship	- what kin someone is to you (ex. father, mother, uncle, etc.)
7.	relative	- people related to you by blood or marriage
8.	residence	- where someone lives
9.	reverse side	- the other side of a sheet of paper
10.	self-employed	- having your own business
11.	sex	- male or female
12.	Social Security	- retirement insurance through the government
13.	specify	- to say just what you mean
14.	spouse	- husband or wife
15.	status	- rank or standing
16.	supervisor	- boss
17.	type	- kind; group; class
18.	zip code	- part of an address
19.	concise	- short; brief; to the point
20.	elementary	- first to sixth grades
21.	completed	- finished; done
22.	denied	- turned down; said "no" to
23.	former	- before now
24.	essential	- very important
25.	determine	- to decide

PERFORMANCE CHECK: When the word search is finished, hand to the teacher to be graded.

UNIT D, MODULE 13, LESSON 6 WORD SEARCH NAME________________________

PERSONNEL
PHYSICAL
PRIVATE
RECORD
REFERENCE
RELATIONSHIP
RELATIVES
RESIDENCE
REVERSE SIDE
SELF-EMPLOYED
SEX
SOCIAL SECURITY
SPECIFY
SPOUSE
STATUS
SUPERVISOR
TYPE
ZIP CODE
CONCISE
ELEMENTARY
COMPLETED
DENIED
FORMER
ESSENTIAL
DETERMINE

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P P P S H O W E R T L R R S S E C S D E
R E H R E F E R E N C E E O U L O O E S
R E R Y I X Q U V Z O L L C P E M C N S
E L C S S V A S E I N A A I E M P I I E
S S S O O I A B R P C T T A R E L A E N
I P P T R N C T S C I I I L V N E L D T
D N E O A D N A E O S O V S I T T S F I
E E G C U T T E L D E N E E S A E E O A
N A N R I S U Y L E Y S S C O R D C R L
C I V I S F E S P C X H N U R Y S U M X
E S P O W V Y E S E O I C R T A L R E S
I S R L B S E L F E M P L O Y E D I R E
S E C O N D A R Y W J E N I M R E T E D
R E V E R S E S I D E E L V I S E Y T E
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UNIT D: APPLICATION FORMS (1 of 2)

MODULE 13: INTRODUCTION

LESSON 7: TAKING A QUIZ ON VOCABULARY WORDS

COMPETENCY: You will take a vocabulary quiz to see if you understand the vocabulary words for Unit D.

STUDENT ACTION:

1. DO NOT WRITE ON THESE PAGES.
2. On a separate sheet of paper, write your name, Unit D, Module 13, Lesson 7.
3. On your paper, number 1 to 25.
4. Next to the numbers, write down the correct letters (A,B, or C) that best give the meanings of the words.

1.	supervisor	A) employee B) class C) boss
2.	relatives	A) before now B) where someone lives C) people related to you by blood or marriage
3.	record	A) to decide B) finished; done C) report
4.	determine	A) to say exactly what you mean B) to decide C) secret; confidential
5.	completed	A) very important B) finished; done C) turned down; said "no" to
6.	former	A) before now B) first to sixth grades C) the other side of a sheet of paper
7.	reference	A) person to whom questions about your character or ability can be asked B) what kin someone is to you C) someone who has his or her own business
8.	Social Security	A) short; brief; to the point B) retirement insurance through the government C) male or female
9.	reverse side	A) the other side of a piece of paper B) very important C) where someone lives
10.	denied	A) turned down; said "no" to B) decided C) employed
11.	essential	A) very important B) rank or standing C) part of an address
12.	personnel	A) secret; confidential B) to say exactly what you mean C) employees; people working for a company
13.	private	A) having to do with the body B) people related to you by blood or marriage C) secret; confidential

14.	specify	A) finished; done B) to say just what you mean C) short; brief; to the point
15.	concise	A) secret; confidential B) the other side of a sheet of paper C) short; brief; to the point
16.	sex	A) very important B) male or female C) before now
17.	elementary	A) to decide B) finished; done C) first to sixth grades
18.	residence	A) where someone lives B) retirement insurance through the government C) report
19.	relationship	A) people related to you by blood or marriage B) what kin someone is to you C) part of an address
20.	self-employed	A) having your own business B) employees C) to say just what you mean
21.	status	A) very important B) where someone lives C) rank or standing
22.	type	A) kind; group; class B) before now C) the front side of a sheet of paper
23.	zip code	A) part of an address B) the first three numbers of a phone number C) rank or standing
24.	physical	A) to say just what you mean B) having to do with the body C) having your own business
25.	spouse	A) report B) husband or wife C) secret; confidential

PERFORMANCE CHECK: When the quiz has been finished, hand to the teacher to be graded.

UNIT D: APPLICATION FORMS

MODULE 14: ABBREVIATIONS USED ON JOB APPLICATION FORMS

LESSON 1: READING THE OBJECTIVE, RATIONALE AND STUDENT ACTION FOR MODULE 14

STUDENT DIRECTION: Read the following Objective, Rationale and Student Action for Module 14.

OBJECTIVE: You will be able to give possible employers important information neatly and correctly on application forms so that the employer can find out about you for possible employment.

In this module, you will learn the common abbreviations used on application forms.

RATIONALE: Being able to understand and complete a job application is an essential step in getting a job. Most employers want a job application form filled out as the first step to hiring a person.

If you cannot understand the abbreviations used on an application form, then your chances of filling out application forms correctly are very poor.

STUDENT ACTION:

Lesson 1 - Reading the Introduction to Module 14
Lesson 2 - Learning the Most Common Abbreviations of Application Forms
Lesson 3 - Learning the Most Common Abbreviations of Application Forms
Lesson 4 - Taking a Quiz on Abbreviations
Lesson 5 - Knowing Abbreviations Used on Job Applications

STUDENT DIRECTION: Go to Module 14, Lesson 2.

UNIT D:	APPLICATION FORMS	(1 of 2)
MODULE 14:	ABBREVIATIONS USED ON JOB APPLICATION FORMS	
LESSON 2:	LEARNING THE MOST COMMON ABBREVIATIONS USED ON JOB APPLICATION FORMS	
COMPETENCY:	You will be able to pick out the abbreviations for the words most commonly used on application forms.	
SUPPLIES:	Paper, pen/pencil	

STUDENT ACTION:

1. DO NOT WRITE ON THESE PAGES.
2. On a separate sheet of paper, write your name, Unit D, Module 14, Lesson 2.
3. Read and study the following words and abbreviations.
4. Number your paper 1 to 25.
5. Next to the number, write the abbreviation that stands for the word that should go in the blank in the sentence.

ABBREVIATIONS AND WORDS

B.D.	birthdate
D.O.B.	date of birth
H. or Ht.	height
W. or Wt.	weight
Tel.	telephone
No.	number
H.S.	high school
Ans.	answer
Co.	company
Mo.	month
Yr.	year
Zip	zip code
SS. No.	Social Security Number
Avg.	average
Dept.	department
M.	male
F.	female
Phone no.	phone number
Sal.	salary
Exp. or Exper.	experience
M.	married
S.	single
D.	divorced
Sep.	separated
Soc. Sec.	Social Security

1. Before you get a job you must have a __________(Avg., Soc. Sec., Phone no.) card.

2. My____________(B.D., Mo., F.) is May 6, 1970.

3. ___________(SS. No., S., Sal.) is how much money you make on a job.

4. Your __________(Exp., Zip, D.O.B.) is the date you were born.

5. Baseball players have a batting __________(Avg., Co., D.).

6. My __________(Tel., SS. No., Wt.) is 555-00-0041.

7. My __________(Wt., Ht., S.) is 5 feet, 9 inches.

8. My __________(D.O.B., Dept., Zip) is 62703.

9. 1987 is a ___________(Yr., M., Mo.).

10. A man or boy is a ___________(Ans., M., No.).

11. You call friends on a ___________(SS. No., Tel., Co.).

12. Husbands and wives sometimes get a __________(B.D., Mo., D.).

13. If you are not married yet, you are ______(S., Ans., Phone No.).

14. Another name for a business is a ___________(Co., Mo, No.).

15. You should _________(Ht., Exp., Ans.) if your teacher asks you something.

16. Do you like to go to a _________(Dept., Yr., D.O.B.) store?

17. If you get a job, you will be getting ________(Sep., Exp.,F.).

18. Is your sister____________(Soc. Sec., M., Co.,)?

19. January is the first ___________(No., Co., Mo.) of the year.

20. My __________(Ht., W., B.D.) is 145 pounds.

21. 7 is a __________(No., Co., Mo.).

22. The husband and wife were __________(Sep., Zip, Tel.).

23. A woman or girl is a __________(M., No., F.).

24. You are now in __________(H.S., Sal., D.).

25. My ____________(SS. No., Yr., Phone No.) is 555-1212.

PERFORMANCE CHECK: When the assignment is finished, hand to the teacher to be graded.

UNIT D: APPLICATION FORMS

MODULE 14: ABBREVIATIONS USED ON JOB APPLICATION FORMS

LESSON 3: LEARNING THE MOST COMMON ABBREVIATIONS USED ON JOB APPLICATION FORMS

COMPETENCY: You will be able to match the abbreviations with the words most commonly used on job applications forms.

SUPPLIES: Paper, pen/pencil

STUDENT ACTION:

1. DO NOT WRITE ON THIS PAGE.
2. On a separate sheet of paper, write your name, Unit D, Module 14, Lesson 3.
3. Number your paper 1-25.
4. On your paper, write out and match the words on the left with the abbreviations on the right.

1. answer
2. average
3. birthdate
4. company
5. date of birth
6. department
7. divorced
8. experience
9. female
10. height
11. high school
12. male
13. married
14. month
15. number
16. phone number
17. salary
18. separated
19. single
20. Social Security
21. Social Security Number
22. telephone
23. weight
24. year
25. zip code

B.D.
D.O.B.
H. or Ht.
W. or Wt.
Tel.
No.
Ans.
Co.
Mo.
Yr.
H.S.
Zip
SS. No.
Avg.
Dept.
Exp. or Exper.
M.
S.
D.
M.
F.
Phone no.
Sal.
Soc. Sec.
Sep.

PERFORMANCE CHECK: When the words have been written out and matched with the abbreviations, hand to the teacher to be graded.

UNIT D:	APPLICATION FORMS
MODULE 14:	ABBREVIATIONS USED ON JOB APPLICATIONS
LESSON 4:	TAKING A QUIZ ON ABBREVIATIONS
COMPETENCY:	You will take a quiz to see if you know the words for the abbreviations you have been studying.
SUPPLIES:	Paper, pen/pencil

STUDENT ACTION:

1. DO NOT WRITE ON THIS PAGE.
2. On a separate sheet of paper, write your name, Unit D, Module 14, Lesson 4.
3. On your paper, number 1 to 25.
4. Next to the number, write the word or words that stand for the abbreviation.

1. B.D.
2. D.O.B.
3. H./Ht.
4. W./Wt.
5. Tel.
6. No.
7. Ans.
8. Co.
9. Mo.
10. Yr.
11. Zip
12. Soc. Sec.
13. Sal.
14. SS. No.
15. Avg.
16. Dept.
17. Exp./Exper.
18. M.
19. S.
20. D.
21. Sep.
22. M.
23. F.
24. Phone no.
25. H.S.

PERFORMANCE CHECK: When the assignment is completed, hand to the teacher to be graded.

UNIT D:	APPLICATION FORMS	(1 of 2)
MODULE 14:	ABBREVIATIONS USED ON JOB APPLICATIONS	
LESSON 5:	KNOWING ABBREVIATIONS USED ON JOB APPLICATIONS	
COMPETENCY:	Given an application for employment, you will be able to identify what the abbreviations stand for.	
SUPPLIES:	Paper, pen/pencil	
STUDENT ACTION:	1. DO NOT WRITE ON THESE PAGES. 2. Read the following application for employment. 3. On a separate paper, write your name, Unit D, Module 14, Lesson 5. 4. Number your paper 1 to 20. 5. Each of the abbreviations on the application has a number by it (1-20). 6. On your paper, write out the words that stand for the abbreviations (number 1-20).	

APPLICATION FOR EMPLOYMENT

PERSONAL INFORMATION (1) Mo./day/yr. (2) Date ____________ Soc. Sec. (3) No. ____________

Name ______________________ Age ______ Sex (4)(5) M./F. ______
LAST FIRST MIDDLE

Present Address ______________________
Street No. (6) City State Zip (7)

Permanent Address ______________________
Street City State Zip

Phone No. (8) ________ Is transportation available? ____________

(9) D.O.B. ____________ Ht. (10) __________ Wt. (11) __________

Marital Status (Circle one) (12) M. (13) S. (14) D. (15) Sep.

Number of Children ________ Dependents other Than wife or Children ____ Citizen of U.S. ___ Yes ___ No

If related to anyone in our Co., (16) state name & dept. (17) ____________________ Referred by ________

D,14,5 (2 of 2)

EMPLOYMENT DESIRED (please ans.) (18) (19)

Position Date you Can Start Avg. Salary Desired

Are you Employed now? If so where?

Ever applied to this company before? Where When

EDUCATION	Name and Location of School	Years Attended	Date Graduated	Subjects Studied
Grammar School				
H.S. (20)				
Coll.				
Trade, Business or Correspondence School				

Subjects of special study or research work

U.S. Military or Naval Service Rank Present membership in National Guard or Reserves

Activities other than religious (civic, athletic, fraternal, etc.)

PERFORMANCE CHECK: Hand completed assignment to teacher to be graded.

UNIT D: APPLICATION FORMS

MODULE 15: THE CORRECT WAY TO COMPLETE AN APPLICATION

LESSON 1: READING THE OBJECTIVE, RATIONALE AND STUDENT ACTION FOR MODULE 15

STUDENT DIRECTION: Read the following Objective, Rationale and Student Action for Module 15.

OBJECTIVE: You will learn about the parts of an application form.

RATIONALE: Being able to understand and fill out a job application is an essential step in getting a job. Most employers want a job application filled out as the first step in hiring a person.

If you know the parts of an application and how to fill them out, your chances of getting a job are much better.

STUDENT ACTION:

Lesson 1 - Reading the Introduction for Module 15
Lesson 2 - Understanding the General Rules for Filling out an Application Form
Lesson 3 - Learning the Correct Way to Fill Out the Personal Part of an Application Form
Lesson 4 - Learning the Correct Way to Fill Out the Education and Previous Employment Parts of an Application Form
Lesson 5 - Learning the Correct Way to Fill Out the Military and References Parts of an Application Form

STUDENT DIRECTION: Go to Module 15, Lesson 2.

UNIT D: APPLICATION FORMS (1 of 3)

MODULE 15: THE CORRECT WAY TO FILL OUT AN APPLICATION FORM

LESSON 2: UNDERSTANDING THE GENERAL RULES FOR FILLING OUT AN APPLICATION FORM

COMPETENCY: You will learn how an application form should be filled out.

SUPPLIES: Paper, pen/pencil

STUDENT ACTION:

1. DO NOT WRITE ON THESE PAGES.
2. Read and study the following information.
3. On a separate sheet of paper, write your name, Unit D, Module 15, Lesson 2.
4. On your paper, write out and answer the twenty (20) questions in the reading.

GENERAL RULES FOR FILLING OUT JOB APPLICATION FORMS

1. Print or type.

The only way to have an application look good is to type it or print it. Even if the application does not tell you to print, make sure you do! If you write out the application, even if it looks neat to you, it will not make the employer think well of you. The only time you write on an application is when you sign your name.

(1. Why should you not write out an application?)
(2. When is the only time you write on an application?)

2. Use blue or black ink.

Blue or black ink is the only color that should be used on an application. Other colors may be pretty, but they are not very "business" looking. Never, never, never use a pencil. Pencil lines will smudge and fade. By the time the employer reads your application filled out in pencil, it may be nothing more than a smudgy, faded-out piece of waste paper.

(3. Why is blue or black the only color ink that you should use on an application?)
(4. Why should you never use pencil on an application?)

3. Take two pens with you.

If you have to ask the employer to loan you a pen to fill out an application, the chances of you being hired are about equal to your chances of winning the LOTTO! No employer wants to hire a person who does not think far enough ahead to bring something to write (print!!!!) with when applying for a job. The employer wants to hire someone who can think.

(5. Why should you take something to write with?)

It also will look better if you don't have to borrow a pen because yours ran out of ink. If you take two pens with you (hint- set them both on the table when you are given the application), this again shows that you are able to think ahead in order to avoid problems.

(6. Why take two (2) pens with you?)

Make sure both of your pens are the same color (blue or black). It would look bad if you filled out the application with two different colors. This would show that you were not able to plan ahead to avoid problems.

(7. Why should you make sure your pens are the same color?)

4. Spell correctly.

You are trying to present yourself as a person able to do a good job. The employer may not notice that you spelled all of the words correctly, but he or she will surely notice if you do not!

(8. Why should you spell correctly?)

5. Be Neat.

Would you hire someone that you thought was sloppy? No, you would not, and most employers will not hire a sloppy person either. The employer thinks that if your application is sloppy, your work will be sloppy. TAKE YOUR TIME, AND BE NEAT.

(9. Why should you be neat?)

6. Take with you a sample form that you have already filled out.

This will help you in filling out the application form. You will have all of the information that you need with you. By having it with you, you are not taking a chance of forgetting something, misspelling something or leaving a question blank that you should have filled out.

(10. Why will taking a filled out sample application help you?)

7. Fill out the form; do not just attach a resume.

The employer wants all of the questions answered on the application, or he or she would not have asked you to fill it out. If you just attach a resume, some of the questions from the application will probably not be answered.

(11. Why should you not just attach a resume to the application?)

8. Follow directions.

If you do not follow directions when filling out the application, the employer will think you will not follow directions while working.

(12. Why should you follow directions?)

9. Read over the application before filling it out.
If you read over the application before filling it out, you can ask questions if something is unclear. This is much better than not asking and making a mistake.

(13. Why should you read over the application before filling it out?)

10. The application represents you. Check it over.
If you do not check over your application before you hand it in, you may overlook some questions you should have answered or not catch a mistake you made.

(14. Why should you check your application before you hand it in?)

11. Be Honest.
Employers check out the information that you put in the application. What chance do you think you have of being hired if the employer finds out that you lied on your application?

(15. Why should you be honest?)

12. Answer every question that applies to you.
The employer would not ask questions on an application if the information was not needed.

(16. Why should you answer every question that applies to you?)

13. If a question does not apply to you, print N/A (not applicable) in the blank.
If you put N/A on the blanks that do not apply to you, this shows the employer that you did not overlook the question.

(17. What does N/A mean?)
(18. When should you use N/A on an application?)
(19. Why should you use N/A on an application?)

14. Never take someone with you to fill out an application.
You will not be able to take anyone with you to help you work if you are hired.

(20. Why should you not take someone with you?)

PERFORMANCE CHECK: When the 20 questions have been written out and answered, hand to the teacher to be graded.

MODULE 15: THE CORRECT WAY TO FILL OUT AN APPLICATION FORM

LESSON 3: LEARNING HOW TO FILL OUT THE PERSONAL PART OF AN APPLICATION FORM

COMPETENCY: Most applications have five (5) major parts-personal, education, previous employment, military and references. In this lesson, you will learn how to fill out the major part called personal.

SUPPLIES: Paper, pen/pencil

STUDENT ACTION:

1. DO NOT WRITE ON THESE PAGES.
2. Read and study this lesson.
3. On a separate sheet of paper, write your name, Unit D, Module 15, Lesson 3.
4. On your paper, write out and answer the twelve (12) questions in the lesson.

PERSONAL INFORMATION ASKED FOR ON AN APPLICATION

1. Name - Always put your full name. Make sure how you are to put your name on the application. Some applications ask you to put your last name first; some do not.

(1. Why should you make sure how you are to put your name in the application?)

2. Address - Make sure you do not forget your zip code when you print your address.

3. Telephone number - Do not forget your area code when you print your phone number. If you do not have a telephone, put the number of someone who can take a message and get it to you quickly. After the friend or relative's number, print (message) so that the employer knows that the telephone number is not yours.

(2. What should you do if you do not have a telephone?)
(3. Why should you print (message) after your friend or relative's number?)

4. Marital status - married, single, separated, divorced or widowed

5. Social Security number - Make sure you print your number clearly, and make sure it is your number that you are putting down on the application. If you put down the wrong number and you are hired, all the money that should go into your retirement fund will go toward someone else's retirement. You do not want to give money away; do you?

(4. Why should you make sure you print your right Social Security number?)

6. Place of birth - city and state - Employers need to know this in case there is any question about your age.

(5. Why does an employer need to know where you were born?)

7. Citizenship - Are you an American citizen? If you were born here in America or your parents were, you are a citizen of the United States.

8. By whom referred - If someone told you about the job for which you are applying, you would print his or her name on this blank.

(6. Whose name goes on the blank, By whom referred?)
(7. What should you put on the blank if no one referred you? - hint - D.15,2)

9. Position desired - What job are you applying for? Never print "anything" even though that may be true. Most employers do not like to see "anything" on this blank. If you do not know or care about what job you get, just print, "any job in which my talents and skills can best be used." This may impress the employer much more than the word "anything" will.

(8. Why should you never print the word "anything" on this blank?)
(9. What should you print if you do not know or care about what job you get?)

10. Salary - Even though you will probably get minimum wage, it is best to print "open" here. If the job does pay more than minimum wage, you want the extra money, don't you? If you write down more than the company pays, you may not get the job.

(10. Why should you print "open" on this blank?)

11. Police record - If you do have a police record, it may be best to print "to be discussed at interview." By doing this, you do not leave it blank, and you do not lie by putting N/A on the blank. This also gives you a chance to explain that you made some mistakes when you were younger but that you are more mature now.

(11. What should you do if you have a police record?)

12. Health problems or physical defects - If you have a health problem or physical defect that would not affect how you would do your job, you do not need to list it. REMEMBER, a handicap is not necessarily a defect or a handicap. If you do not let it handicap you, it is just a bother or inconvenience.

13. Height and Weight - For height you may put (') after how many feet you are tall and (") after how many inches you are tall. (examples - 5'2", 6'1", 4'11 1/2") For weight you may put (#) after

how many pounds you weigh (examples - 98#, 122#, 168#).

14. Spouse's occupation - This question wants to know what job your husband or wife has.

●(12. If you are not married, what should you print on this blank?) (hint - D,15,2)

15. Friends or relation now employed by company - If a friend or relative works where you are applying, you would print the name or names here.

16. Date available - What date could you start working if you are hired? If it does not matter, print "immediately."

PERFORMANCE CHECK: When the 12 questions have been written out and answered, hand to the teacher to be graded.

UNIT D: APPLICATION FORMS (1 of 3)

MODULE 15: THE CORRECT WAY TO FILL OUT AN APPLICATION FORM

LESSON 4: LEARNING HOW TO FILL OUT THE EDUCATION AND PREVIOUS EMPLOYMENT PARTS OF AN APPLICATION FORM

COMPETENCY: Most applications have five (5) major parts - personal, education, previous employment, military and references. In this lesson, you will learn how to fill out the education and previous employment parts of an application form.

SUPPLIES: Paper, pen/pencil

STUDENT ACTION:

1. DO NOT WRITE ON THESE PAGES.
2. Read and study the lesson.
3. On a separate sheet of paper, write your name, Unit D, Module 15, Lesson 4.
4. On your paper, write out and answer the thirteen (13) questions in this lesson.

EDUCATION INFORMATION ASKED FOR ON AN APPLICATION

1. Names of schools attended - Make sure you know how to spell the names of the schools you went to. Make sure you know the addresses of the schools you went to.

(1. How can you find out the addresses of the schools you went to if you do not remember?)

2. Dates attended - When you list the dates that you went to each of the schools you attended, make sure you put the year you started and the year you left.

(2. How can you find out the dates if you do not remember?)

3. Years completed - This question wants to know the last year in school that you have passed. If you are a senior, the last year in school you have passed is junior year.

(3. What is the years completed for you?)

4. Major field of study - Do not leave this blank. Here you can list your work-study course or any vocational classes.

(4. What is the major field of study for you?)

5. Degrees received - Since you have not graduated, you should put N/A here.

(5. Why should you put N/A in this space?)

6. Class standing or class rank - If you do not know your class standing or rank, you can check with your guidance counselor or guidance dean.

(6. What can you do if you do not know your class standing?)

7. Grade average - If you do not know your grade average, you can check with your guidance counselor or guidance dean.

(7. What can you do if you do not know your grade average?)

If your class rank and grade average are poor, the best thing to put on these blanks is "to be discussed in interview." At the interview, you can then say that you did not know how important an education was when you were younger and that you are going to do better in school now that you know how important an education is. (if you say this, though, you had better "buckle down" and start doing better.)

(8. What should you print if your class rank and average are poor?)

8. Activities, honors, clubs, out of school interest - Here you would list any activities that you have been in that you think could help you get the job.

PREVIOUS EMPLOYMENT INFORMATION ASKED FOR ON AN APPLICATION FORM

1. Start with the job you now have. List the job you now have first and then go backwards to the first job you ever had, listing all the jobs you have had. If you are not working now, list the last job you have had and go backwards to the first job you ever had.

(9. What should you put if you do not have a job now?)
●(10. What should you print if you have never had a job?) (hint - D,15,2)

2. Address and telephone number and name of company - Make sure you spell the name of the company correctly, and make sure you put down the correct address and phone number.

●(11. What should you do if you do not remember the address and/or phone number?)

3. Name of employer or supervisor - Print the name of the person who supervised you while you were at work. In other words, put the name of the person whose job it was to tell you what you were to do at work or whom you had to report to when you went to work.

(12. Whose name should you put on this blank?)

4. Nature of work - Here, you print a sentence telling what your job duties were. Do not write too much!

5. Wage - Here, you print how much money you are now making if you are working. If you are not working on this job any more, print how much you were making when you left the job.

6. Reason for leaving - If you left the job for a good reason, print it on this blank. If you were fired or quit without having a good reason, just print "to be discussed at interview." At the interview you can then say that you were not very mature on the job and did not know how important it was to be a good worker. Make sure that you tell the interviewer that you have learned your lesson, now! Let him or her know that you are or will be a good employee now.

7. Length of employment - Here print the month and year you started on the job and the month and year you left the job.

●(13. What should you do if you do not remember when you started and/or left the job?)

PERFORMANCE CHECK: When the 13 questions have been written out and answered, hand to the teacher to be graded.

UNIT D: APPLICATION FORMS (1 of 2)

MODULE 15: THE CORRECT WAY TO FILL OUT AN APPLICATION FORM

LESSON 5: LEARNING HOW TO FILL OUT THE MILITARY AND REFERENCES PART OF AN APPLICATION

COMPETENCY: Most applications have five (5) major parts - personal, education, previous employment, military and references. In this lesson you will learn how to fill out the military and references part of an application.

SUPPLIES: Paper, pen/pencil

STUDENT ACTION:

1. DO NOT WRITE ON THESE PAGES.
2. Read and study this lesson.
3. On a separate sheet of paper, write your name, Unit D, Module 15, Lesson 5.
4. On your paper, write out and answer the six (6) questions in this lesson.

MILITARY INFORMATION ASKED FOR ON AN APPLICATION FORM

1. Branch of service
2. Dates and periods of service
3. Highest rank
4. Type of discharge
5. Main duties in service

If you have been in the military, this information is on your discharge papers.

(1. What should you print if you have never been in the military?)

REFERENCES INFORMATION ASKED FOR ON AN APPLICATION FORM

1. Get permission from your reference to use his/her name - Never use the name of someone as a reference unless you have first asked that person if you can use him or her as a reference. The person may not want you to use him or her as a reference and may not speak well of you if an employer asks about you.

(2. Why should you get permission to use someone as a reference?)

2. Do not use a person who you know will not speak well of you - If you know a person does not like you or will not speak well of you, do not give that person's name as a reference. You want someone to tell the employer about your good points, not someone who will tell about your bad points.

(3. Why should you not use a reference who will speak poorly of you?)

3. Never use a relative as a reference - The employer will not think much of a person who gives relatives as references. The employer will think you are not a good worker if you cannot think of anyone but your relatives who will say anything good about you.

(4. Why should you not use a relative as a reference?)

4. People who make good references - The following people would be good references:

a. Someone you have worked for (if you did a good job)
b. A teacher who knew you
c. The pastor, priest, minister, or rabbi of your church or synagogue
d. A friend of your family who is in business

● (5. List the names of three (3) people who would be good references for you.)
(6. What are the five (5) major parts of most application forms?) (hint-check the competency)

PERFORMANCE CHECK: When the 6 questions have been written out and answered, hand to the teacher to be graded.

UNIT D: APPLICATION FORMS

MODULE 16: FILLING OUT JOB APPLICATION FORMS

LESSON 1: READING THE OBJECTIVE, RATIONALE AND STUDENT ACTION FOR MODULE 16

STUDENT DIRECTION: Read the Objective, Rationale and Student Action for Module 16.

OBJECTIVE: You will be able to fill out an application form correctly.

RATIONALE: Being able to fill out an application form is an important step in getting a job. Most employers want an application form filled out before they hire someone. If you cannot fill out an application form correctly, your chance of getting a job is very, very small.

Lesson 1 - Reading the Objective, Rationale and Student Action for Module 16
Lesson 2 - Filling Out Information About References
Lesson 3 - Checking a Filled-Out Application for Mistakes
Lesson 4 - Answering Questions About a Completed Application Form
Lesson 5 - Filling Out an Application
Lesson 6 - Filling Out an Application
Lesson 7 - Filling Out an Application
Lesson 8 - Filling Out an Application
Lesson 9 - Filling Out an Application
Lesson 10 - Filling Out an Application

PERFORMANCE CHECK: None, go to Module 16, Lesson 2.

UNIT D: APPLICATION FORMS

MODULE 16: FILLING OUT JOB APPLICATION FORMS

LESSON 2: FILLING OUT INFORMATION ABOUT REFERENCES

COMPETENCY: You will write down the information on three (3) references that you could be asked to put on an application form.

SUPPLIES: Paper, pen/pencil

STUDENT ACTION:

1. DO NOT WRITE ON THIS PAGE.
2. On a separate sheet of paper, write your name, Unit D, Module 16, Lesson 2.
3. On your paper, write out and answer the questions below on three (3) people you will use as references when you apply for a job.

1. Name?
2. Address?
3. Telephone?
4. Occupation (job)?
5. How long has this person known you?
6. In what way does this person know you?
7. Is this person related to you?
8. If this person is related to you, how is he or she related to you?
9. May the employer call or write this person?
10. Have you asked this person to be a reference for you?

PERFORMANCE CHECK: When the 10 questions have been written out and answered on three (3) references, hand to the teacher to be graded.

UNIT D: APPLICATION FORMS (1 of 3)

MODULE 16: FILLING OUT A COMPLETED APPLICATION FORM

LESSON 3: CHECKING A FILLED-OUT APPLICATION FOR MISTAKES

COMPETENCY: You will be able to find the mistakes in an application form that has been filled out incorrectly.

SUPPLIES: Paper, pen/pencil, completed application

STUDENT ACTION:

1. DO NOT WRITE ON THIS PAGE.
2. Get a completed application from your teacher.
3. Read and study the application.
4. On the application, write your name.
5. Circle or mark 20 mistakes on the application.

PERFORMANCE CHECK: When you have marked twenty (20) mistakes, hand to the teacher to be graded.

D,16,3 MORRIS HANDS INSURANCE COMPANY (2 of 3)

APPLICATION FOR EMPLOYMENT - HOURLY

DIVISION ____________ DATE 20/4/83

PERSONAL

NAME Goode, Brandon Johnny TYPE OF WORK DESIRED: Anything
(First) (Middle) (Last)

ADDRESS 2024 So. Main St PHONE NUMBER: 555-1215
(NUMBER)(STREET)(CITY)(STATE)(ZIP CODE) ___ OWN
X NEIGHBORS

ARE YOU UNDER 18 YEARS OF AGE? No SOCIAL SECURITY NO. ____________

U.S. CITIZEN NO ___ YES X IF NO, ENTER VISA NUMBER ____________

HAVE YOU EVER WORKED FOR THIS COMPANY? YES ___ NO X

HAVE YOU EVER BEEN CONVICTED FOR ANYTHING OTHER THAN TRAFFIC VIOLATIONS? YES ___ NO ___

IF YES, EXPLAIN ____________

HAVE YOU RECEIVED COMPENSATION FOR INJURIES? No

PHYSICAL

ANY PHYSICAL DEFECTS THAT WOULD PREVENT YOU FROM DOING THE JOB FOR WHICH YOU ARE APPLYING? No

EDUCATION

Graduated

1. North High School 4536 North St. Ourtowne, Il 55225 Yes X No
Grammar School, (Name & Location)

2. South Elementary School 123 South Street Yes X No
High School (Name & Location)

3. N/A Yes X No
College or University (Name & Location)

4. OTHER COURSES, DETAIL: Work study program, junior and senior year

U.S. MILITARY SERVICE

BRANCH N/A DATES OF SERVICE ____________

RANK OR RATING AT DISCHARGE ____________ PRESENT RESERVE STATUS ____________

AN EQUAL OPPORTUNITY EMPLOYER M/F

REFERENCES

	Name	Address	Phone	Occupation
1.	Ima Personne	789 East St. Ourtown, Il.	555-142	Typist
2.	Ura Boss			Supervisor

PREVIOUS EMPLOYMENT

(LIST LAST EMPLOYER FIRST)

1. Mr. L.L. Whetemore | 5/78 | still working | $1.00/hr.
(Firm Name and Address)(Starting Date)(Separation Date)(Rate of pay)
Yard care | still working
(Occupation) (Reason for Leaving)

2. South Elementary School | 9/78 | 6/79 | $0
(Firm Name and Address)(Starting Date)(Separation Date)(Rate of pay)
teacher's assistant | graduated from grade school
(Occupation) (Reason for Leaving)

3. North High School | 10/18/81 | 4/21/83 | $3.50/hr.
(Firm Name and Address)(Starting Date)(Separation Date)(Rate of pay)
Secretarial aide | graduated

4. N/A
(Firm Name and Address)(Starting Date)(Separation Date)(Rate of pay)
(Occupation) (Reason for Leaving)

FURTHER COMMENTS OR ADDITIONAL EXPERIENCE

I was in a work-program for two years, and my teacher, Mr. Work, at North H.S. will be a reference.

ADDITIONAL DATA

To be completed after hiring

PERSON TO BE NOTIFIED IN CASE OF EMERGENCY

Name Tom Goode
Address 2024 So. Maine St.
Employer Fish and Fries Restaurant

This application is submitted with the understanding that no pertinent information has been withheld and than any information found to be false or misleading will be sufficient grounds for rejection of application or dismissal from the company.

Signature (Signed)

UNIT D: APPLICATION FORMS (1 of 4)

MODULE 16: FILLING OUT APPLICATION FORMS

LESSON 4: ANSWERING QUESTIONS ABOUT A COMPLETED APPLICATION FORM

COMPETENCY: You will correctly answer questions about an application form that has already been filled out.

SUPPLIES: Paper/pen/pencil

STUDENT ACTION:

1. DO NOT WRITE ON THESE PAGES.
2. Read and study the filled out application.
3. On a separate sheet of paper, write your name, Unit D, Module 16, Lesson 4.
4. On your paper, write out and answer the ten (10) questions below about the filled out application.

1. When was this application filled out?
2. Who is applying for a job?
3. What job does he want?
4. Does he have a phone?
5. How do you know if he has a phone or not?
6. Does he have a police record? How do you know?
7. Where did he go to grade school?
8. How many jobs has he had?
9. Was he paid for all of his jobs? If not, for which job wasn't he paid?
10. Who was his work-study teacher?

PERFORMANCE CHECK: When the 10 questions have been written out and answered, hand to the teacher to be graded.

D,16,4 MORRIS HANDS INSURANCE COMPANY (2 of 4)

APPLICATION FOR EMPLOYMENT - HOURLY

DIVISION ______ DATE 9/18/83

PERSONAL

NAME Johnny Brandon Goode TYPE OF WORK DESIRED file clerk
(First)(Middle)(Last)

ADDRESS 2004 So. Maine Ourtown, Il. 55225 PHONE NUMBER (217-555-1215)

____ OWN
X NEIGHBORS

ARE YOU UNDER 18 YEARS OF AGE? No SOCIAL SECURITY NO. 333-22-1111

U.S. CITIZEN NO ____ YES X IF NO, ENTER VISA NUMBER ______

HAVE YOU EVER WORKED FOR THIS COMPANY? YES ____ NO X

HAVE YOU EVER BEEN CONVICTED FOR ANYTHING OTHER THAN TRAFFIC VIOLATIONS? YES X NO ____

IF YES, EXPLAIN To be discussed at interview

HAVE YOU EVER RECEIVED COMPENSATION FOR INJURIES No

PHYSICAL

ANY PHYSICAL DEFECTS THAT WOULD PREVENT YOU FROM DOING THE JOB IN WHICH YOU ARE APPLYING? No

EDUCATION

GRADUATED

1. South Elementary 123 South Street, Ourtown. Il. 55225 yes x no
GRAMMER SCHOOL, (NAME & LOCATION)

2. North High School 456 North Street, Ourtown, IL. 55225 yes x no
HIGH SCHOOL (NAME & LOCATION)

3. N/A yes no
COLLEGE OR UNIVERSITY (NAME & LOCATION)

4. OTHER COURSES, DETAILS: Work-study program, junior and senior year

U.S. MILITARY SERVICE

BRANCH N/A DATES OF SERVICE ______

RANK OR RATING AT DISCHARGE ______ PRESENT RESERVE STATUS ______

AN EQUAL OPPORTUNITY EMPLOYER M/F

	NAME	ADDRESS	PHONE	OCCUPATION
1.	Ima Personne	789 East Street, Ourtown, Il. 55225	555-2001	typist
2.	Ura Boss	1011 West St., Ourtown, Il. 55225	555-2001	supervisor

PREVIOUS EMPLOYMENT

(LIST LAST EMPLOYER FIRST)

1. North High School 456 North St., Ourtown, Il 55225 10/18/81
(FIRM NAME AND ADDRESS) (STARTING DATE)
4/21/83 $3.50
(SEPARATION DATE)(RATE OF PAY)

secretarial aide graduated from high school
(OCCUPATION) (REASON FOR LEAVING)

South Elementary School 123 South St. Ourtown, Il 55225 9/78
(FIRM NAME AND ADDRESS) (STARTING DATE)
6/79 $0
(SEPARATION DATE)(RATE OF PAY)

Teacher's assistant graduated from elementary school
(OCCUPATION) (REASON FOR LEAVING)

Mr. L.L. Whitmore 21 Brickroad 5/78 to date $1.00/hr.
(FIRM NAME AND ADDRESS)(STARTING DATE)(SEPARATION DATE)(RATE OF PAY)

yard care I still take care of the yard
(OCCUPATION) (REASON FOR LEAVING)

N/A
(FIRM NAME AND ADDRESS)(STARTING DATE)(SEPARATION DATE)(RATE OF PAY)

(OCCUPATION) (REASON FOR LEAVING)

FURTHER COMMENTS OR ADDITIONAL EXPERIENCE

I was in a work program for two years and my teacher, Mr. Work, at North H.S. said that I could use him as a reference.

ADDITIONAL DATA
(To be completed after hiring)

PERSON TO BE NOTIFIED IN CASE OF EMERGENCY

NAME ______ RELATIONSHIP ______

ADDRESS ______ PHONE NO. ______

EMPLOYER ______ PHONE NO. ______

THIS APPLICATION IS SUBMITTED WITH THE UNDERSTANDING THAT NO PERTINENT INFORMATION HAS BEEN WITHHELD AND THAT ANY INFORMATION FOUND TO BE FALSE OR MISLEADING WILL BE SUFFICIENT GROUNDS FOR REJECTION OF APPLICATION OR DISMISSAL FROM THE COMPANY.

(SIGNED)

INTERVIEWER'S COMMENTS

UNIT D:	APPLICATION FORMS
MODULE 16:	FILLING OUT JOB APPLICATION FORMS
LESSON 5:	FILLING OUT A JOB APPLICATION FORM CORRECTLY
COMPETENCY:	You will fill out an application form correctly.
SUPPLIES:	Application form, pen
STUDENT ACTION:	1. DO NOT WRITE ON THIS PAGE. 2. Get an application form for Unit D, Module 16, Lesson 5 from your teacher. 3. In the right hand corner of the application, put D,16,5. 4. Using a pen, fill out the application form as if you wanted to apply for a job. 5. If you have any questions, ask your teacher.
PERFORMANCE CHECK:	When the application has been filled out, hand to the teacher to be graded.

UNIT D:	APPLICATION FORMS
MODULE 16:	FILLING OUT JOB APPLICATION FORMS
LESSON 6:	FILLING OUT A JOB APPLICATION FORM CORRECTLY
COMPETENCY:	You will fill out an application form correctly.
SUPPLIES:	Application form, pen
STUDENT ACTION:	1. DO NOT WRITE ON THIS PAGE. 2. Get an application form for Unit D, Module 16, Lesson 6 from your teacher. 3. In the right hand corner of the application, put D,16,6. 4. Using a pen, fill out the application form as if you wanted to apply for a job. 5. If you have any questions, ask your teacher.
PERFORMANCE CHECK:	When the application has been filled out, hand to the teacher to be graded.

UNIT D: APPLICATION FORMS

MODULE 16: FILLING OUT JOB APPLICATION FORMS

LESSON 7: FILLING OUT A JOB APPLICATION FORM CORRECTLY

COMPETENCY: You will fill out an application form correctly.

SUPPLIES: Application form, pen

STUDENT ACTION:

1. DO NOT WRITE ON THIS PAGE.
2. Get an application form for Unit D, Module 16, Lesson 7 from your teacher.
3. In the right hand corner of the application, put D,16,7.
4. Using a pen, fill out the application form as if you wanted to apply for a job.
5. If you have any questions, ask your teacher.

PERFORMANCE CHECK: When the application has been filled out, hand to the teacher to be graded.

UNIT D: APPLICATION FORMS

MODULE 16: FILLING OUT JOB APPLICATION FORMS

LESSON 8: FILLING OUT A JOB APPLICATION FORM CORRECTLY

COMPETENCY: You will fill out an application form correctly.

SUPPLIES: Application form, pen

STUDENT ACTION:

1. DO NOT WRITE ON THIS PAGE.
2. Get an application form for Unit D, Module 16, Lesson 8 from your teacher.
3. In the right hand corner of the application, put D,16,8.
4. Using a pen, fill out the application form as if you wanted to apply for a job.
5. If you have any questions, ask your teacher.

PERFORMANCE CHECK: When the application has been filled out, hand to the teacher to be graded.

UNIT D: APPLICATION FORMS

MODULE 16: FILLING OUT JOB APPLICATION FORMS

LESSON 9: FILLING OUT A JOB APPLICATION FORM CORRECTLY

COMPETENCY: You will fill out an application form correctly.

SUPPLIES: Application form, pen

STUDENT ACTION:

1. DO NOT WRITE ON THIS PAGE.
2. Get an application form for Unit D, Module 16, Lesson 9 from your teacher.
3. In the right hand corner of the application, put D,16,9.
4. Using a pen, fill out the application form as if you wanted to apply for a job.
5. If you have any questions, ask your teacher.

PERFORMANCE CHECK: When the application has been filled out, hand to the teacher to be graded.

UNIT D: APPLICATION FORMS

MODULE 16: FILLING OUT JOB APPLICATION FORMS

LESSON 10: FILLING OUT A JOB APPLICATION FORM

COMPETENCY: You will fill out an application form correctly.

SUPPLIES: Application form, pen

STUDENT ACTION:

1. DO NOT WRITE ON THIS PAGE.
2. Get an application form for Unit D, Module 16, Lesson 10 from your teacher.
3. In the right hand corner of the application, put D,16,10.
4. Using a pen, fill out the application form as if you wanted to apply for a job.
5. If you have any questions, ask your teacher.

PERFORMANCE CHECK: When the application has been filled out, hand to the teacher to be graded.

UNIT E: EMPLOYMENT TESTS

MODULE 17: INTRODUCTION TO UNIT E

LESSON 1: READING THE OBJECTIVE, RATIONALE AND STUDENT ACTION FOR UNIT E

STUDENT DIRECTIONS: Read the Objective, Rationale and Student Action for Unit E.

OBJECTIVE: You will learn about the nature and purposes of employment tests and how to prepare to take them.

RATIONALE: Employment testing is a growing trend in the business and industrial worlds. An understanding of how tests help employers and employees is an important part of getting a job. Knowing how to take a test can also be a big help to you in getting a job.

STUDENT ACTION: Module 17: Introduction to Unit E

Lesson 1 - Reading the Objective, Rationale and Student Action for Unit E
Lesson 2 - Learning the Vocabulary Words for Unit E
Lesson 3 - Taking a Vocabulary Test

Module 18: Types of Employment Tests

Lesson 1 - Reading the Objective, Rationale and Student Action for Module 18
Lesson 2 - Learning About the Different Kinds of Tests

Module 19: Preparing for Employment Tests

Lesson 1 - Reading the Objective, Rationale and Student Action for for Module 19
Lesson 2 - Learning How to Prepare for Employment Tests
Lesson 3 - Learning About Employment Tests

STUDENT DIRECTIONS: Go to Module 17, Lesson 2.

UNIT E: EMPLOYMENT TESTS (1 of 2)

MODULE 17: INTRODUCTION TO UNIT E

LESSON 2: LEARNING THE VOCABULARY FOR UNIT E

COMPETENCY: You will learn the vocabulary needed to understand Unit E.

SUPPLIES: Word search, pen/pencil

STUDENT ACTION:

1. DO NOT WRITE ON THESE PAGES.
2. Put your name on the word search.
3. Circle each of the vocabulary words in the word search.
4. Study the vocabulary words and meanings listed below.
5. When you feel that you know the meanings of the vocabulary words, go to Module 17, Lesson 3, Vocabulary Quiz.

VOCABULARY WORDS AND MEANINGS

1. capacity - the ability to hold a certain amount
2. administered - given
3. manipulate - to control
4. receptacles - containers; holders
5. endurance - ability to last a long time
6. coordination - ability to do things well together (ex. use both hands)
7. tolerance - ability to put up with something
8. potential - possible
9. indicator - something that shows or directs
10. inherent - born with; belonging by nature
11. preference - favorite; something you like the best
12. precise - exact
13. aggressiveness - energetic; forcefulness
14. extroversion - act of being outgoing and talkative
15. introversion - act of being withdrawn; shy, not talkative
16. adjustment - act of changing with conditions
17. stupor - a condition of dullness

18. illustrates - shows

19. scrutinize - to check very carefully

20. eliminate - to get rid of

21. penalty - punishment

22. factual - true

23. fortify - to make stronger

24. exception - different than others

25. adaptibility - able to change

PERFORMANCE CHECK: When the word search is finished, hand to the teacher to be graded.

UNIT E, MODULE 17, LESSON 2 WORD SEARCH   NAME____________________

CAPACITY
ADMINISTERED
MANIPULATE
RECEPTACLES
ENDURANCE
COORDINATION
TOLERANCE
INHERENT
POTENTIAL
INDICATOR
PREFERENCE
PRECISE
AGGRESSIVENESS
EXTRAVERSION
INTROVERSION
ADJUSTMENT
STUPOR
ILLUSTRATES
SCRUTINIZE
ELIMINATE
PENALTY
FACTUAL
FORTIFY
EXCEPTION
ADAPTABILITY

```
X A E A I X S C N T E C I S
C D S D N L T O O N T H N E
A M I J D A L O I E A I T L
P I C U I I U R S R N C R L
A N E S C T R D R E I A O I
C I R T A N O I E H M G V V
I S P M T E P N V N I O E N
T T E E O T U A A I L W R A
Y E X N R O T T R F E H S D
E R C T F P S I T A S I I S
C E E C O E R O X C O T O S
N D P U R N E N E T X Y N E
E I T B T A N L B U E T R N
R L I S I L D A U A M I E E
E L O E F T U M L L A L C V
F U N O Y Y R R L S N I E I
E S S T A C A O S R I B P S
R T T I C A N N D A P A T S
P R L I N C C L N E U T A E
B A D E C A E U R B L P C R
A T O L E R A N C E A A L G
B E L A N I D R A C T D E G
Y S C R U T I N I Z E A S A
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UNIT E: EMPLOYMENT TESTS (1 of 2)

MODULE 17: INTRODUCTION TO UNIT E

LESSON 3: TAKING A VOCABULARY QUIZ FOR UNIT E

COMPETENCY: You will take a test to see if you know the vocabulary words for Unit E.

SUPPLIES: Paper, pen/pencil

STUDENT ACTION:

1. DO NOT WRITE ON THESE PAGES.
2. On a separate sheet of paper, write your name, Unit E, Module 17, Lesson 3.
3. Number your paper 1 to 25.
4. Next to the numbers, put the letters (A,B, or C) that best tells the meaning of the words.

VOCABULARY QUIZ

1. preference — A) favorite B) control C) true
2. adaptibility — A) a condition of dullness B) able to change C) ability to put up with something
3. exception — A) the ability to hold a certain amount B) exact C) different than others
4. tolerance — A) ability to put up with something B) ability to do things well together (ex. use both hands) C) born with; belonging by nature
5. adjustment — A) act of being outgoing and talkative B) act of changing with conditions C) act of being withdrawn; shy, not talkative
6. illustrates — A) gives B) controls C) shows
7. inherent — A) born with; belong by nature B) punishment C) something that shows or directs
8. precise — A) favorite B) exact C) to get rid of
9. introversion — A) to make stronger B) act of being withdrawn; shy and not talkative C) ability to last a long time
10. eliminate — A) to give B) to add to C) to get rid of
11. receptacles — A) shows B) energetic; forceful C) containers; holders
12. fortify — A) born with; belonging by nature B) to make stronger C) able to change
13. potential — A) punishment B) possible C) true

14.	capacity	A) the ability to hold a certain amount B) possible C) true
15.	scrutinize	A) to check very carefully B) to look at quickly C) to wash in a washing machine
16.	factual	A) false B) true C) exact
17.	coordination	A) act of changing with conditions B) ability to do things well together C) energetic; forceful
18.	penalty	A) to get rid of B) different than others C) punishment
19.	administered	A) controlled B) changed C) given
20.	extroversion	A) act of being withdrawn; shy, not talkative B) act of being outgoing; talkative C) control
21.	indicator	A) something that shows or directs B) something that holds a certain amount C) a city in Illinois
22.	stupor	A) favorite B) a condition of dullness C) possible
23.	manipulate	A) different than others B) to control C) to get rid of
24.	aggressiveness	A) happiness B) energetic; forceful C) to make stronger
25.	endurance	A) to show or direct B) ability to last a long time C) born with; belonging by nature

PERFORMANCE CHECK: When the quiz has been finished, hand to the teacher to be graded.

UNIT E: EMPLOYMENT TESTS

MODULE 18: TYPES OF EMPLOYMENT TESTS

LESSON 1: READING THE OBJECTIVE, RATIONALE AND STUDENT ACTION FOR MODULE 18

STUDENT DIRECTIONS: Read the Objective, Rationale and Student Action for Module 18.

OBJECTIVE: You will learn about the different kinds of employment tests and their purposes.

RATIONALE: Employment testing is a growing practice in the business and industrial worlds. A basic understanding of the tests you might be asked to take before being hired for a job is important.

STUDENT ACTION:
Lesson 1 - Reading the Objective, Rationale and Student Action for Module 18
Lesson 2 - Learning About the Different Kinds of Tests

STUDENT DIRECTIONS: Go to Module 18, Lesson 2.

UNIT E: EMPLOYMENT TESTS (1 of 3)

MODULE 18: TYPES OF EMPLOYMENT TESTS

LESSON 2: LEARNING ABOUT THE DIFFERENT KINDS OF TESTS

COMPETENCY: You will learn about the different kinds of tests an employer may ask you to take when you are applying for a job.

SUPPLIES: Paper, pen/pencil

STUDENT ACTION:

1. DO NOT WRITE ON THESE PAGES.
2. On a separate sheet of paper, write your name, Unit E, Module 18, Lesson 2.
3. Read and study this lesson.
4. On your sheet of paper, write out and answer the fifteen (15) questions in the reading.

TESTS GIVEN PEOPLE SEEKING JOBS

A. INTELLIGENCE TEST

Maybe the most common test is the I.Q. test. I.Q. stands for Intelligence Quotient. These test are called other things: "problem solving" tests, "capacity to learn" tests, "tests of adaptibility," and so on. The purpose of I.Q. tests is to measure your capacity to learn. Most I.Q. tests are "power" tests - they become harder as you get further into the test. You should not think that you can answer all the questions on the test. No one does. The employer then compares how you have scored with other people who have taken the test.

(1. What does I.Q. stand for?)
(2. What is the purpose of an I.Q. test?)
(3. To whom is your score compared?)

B. TESTS FOR MECHANICAL APTITUDE (ABILITY)

These tests are mostly administered to people applying for jobs that need manipulative skills. On some mechanical aptitude tests you have to put together nuts and bolts or put different shaped blocks into receptacles or trace a maze. If you are applying for skilled or semi-skilled jobs, you may be tested for other things: physical endurance, hand-eye coordination, using tools or tolerance for getting dirty.

(4. To whom are tests for mechanical aptitude mostly given?)
(5. What do you have to do on some mechanical aptitude tests?)
(6. If you are applying for skilled or semi-skilled jobs, what are some of the things you may be tested for?)

C. APTITUDE TEST

The purpose of aptitude tests is to measure your potential skills or abilities. They measure inherent qualities not achievements. Aptitude tests try to tell what you will be able to do in the future. The people who give the test think that how you do on the test when you take it is a good indicator of how you will do in the future. As high school grades give a way to measure how well a person will do in college, aptitude tests show potential for different things. Some knowledge and skill areas tested by aptitude tests are: scientific, clerical, language, reasoning, teaching, medicine, music, verbal and art.

(7. What is the purpose of aptitude tests?)
(8. What do the people who give the test think?)

D. INTEREST INVENTORIES

These are not really tests since all you have to do is list a preference. A preference cannot really be right or wrong; therefore, you cannot miss any questions like you can on a test. You will be asked to show which things you like the best. For example, would you want to:

a) play tennis
b) look around in a bookstore or
c) play a musical instrument

(9. Why are interest inventories not really tests?)
(10. What will you be asked to show?)

When taking an interest inventory, do not lie. Inventories are set up so that the employer can tell if you are not telling the truth.

(11. Why should you tell the truth on an interest inventory?)

E. SPECIAL APTITUDE TESTS

Special aptitude tests are used when an employer wants to test for certain qualities that are needed on the job. Aptitude for foreign languages, sales work, chemistry and other things would fall under this area.

(12. When are special aptitude tests used?)

F. CLERICAL TESTS

Clerical tests are administered to people looking for work as secretaries, key punch operators, file clerks, computer operators, bank tellers, clerks and other positions that need arithmetic or clerical skills. Examples are typing, shorthand, number checking, alphabetizing, word problems, arithmetic facts and speed.

(13. To whom are clerical tests given?)

G. PERSONALITY OR ADJUSTMENT TESTS

The purpose of these tests is to see if you have traits thought to be important for the job which you are applying. Some employers test to see whether you can "fit in" with others on the same job. These tests measure such things as cooperation, extroversion, aggressiveness, introversion, general activity, and adjustment.

(14. What is the purpose of personality or adjustment tests?)
(15. Some employers test to see what?)

PERFORMANCE CHECK: When the fifteen (15) questions have been written out and answered, hand to the teacher to be graded.

UNIT E: EMPLOYMENT TESTS

MODULE 19: PREPARING FOR EMPLOYMENT TESTS

LESSON 1: READING THE OBJECTIVE, RATIONALE AND STUDENT ACTION FOR MODULE 19

OBJECTIVE: You will learn how to prepare for employment tests.

RATIONALE: Employment testing is a growing trend in the business and industrial worlds. Understanding how to take an employment test could be very important to you.

STUDENT ACTION: Module 19: Preparing for Employment Tests

Lesson 1 - Reading the Objective, Rationale and Student Action for Module 19
Lesson 2 - Learning How to Prepare for Employment Tests
Lesson 3 - Learning About Employment Tests

STUDENT DIRECTION: Go to Module 19, Lesson 2.

UNIT E: EMPLOYMENT TESTS (1 of 5)

MODULE 19: PREPARING FOR EMPLOYMENT TESTS

LESSON 2: LEARNING HOW TO PREPARE FOR EMPLOYMENT TESTS

COMPETENCY: You will learn how to approach common test forms and how to do as well as you can on them.

SUPPLIES: Paper, pen/pencil

STUDENT ACTION:

1. DO NOT WRITE ON THESE PAGES.
2. On a separate sheet of paper, write your name, Unit E, Module 19, Lesson 2.
3. Read and study this lesson.
4. On your paper, write out and answer the sixteen (16) questions in the reading.

HOW TO PREPARE FOR EMPLOYMENT TESTS

People who can pass tests often fail because they do not know how to approach tests. This lesson gives tips on how to take tests and do well.

(1. Why do many people who can pass tests often fail?)

Attitude, time of day, health -- these and other things are important. If you learn how to control them, you can do well on employment tests.

Time of day is important because everyone has a "peak" time when he or she does best. If you can, set up the test for a time when you are your sharpest.

(2. Why is the time of day a test is taken important?)

Get plenty of rest so that you will be sharp rather than in a stupor because you did not get to sleep early. Relax before the test. Get there early so that you will not be rushed.

(3. Why should you get plenty of rest before you take a test?)
(4. Why should you get there early?)

Bring your materials and equipment. If pencils, paper, erasers, calculators or other things are needed, bring more than you need then you can be prepared for emergencies. This is very important if the test is timed. Not having a spare pencil on a timed test could lower your score.

(5. Why should you make sure that you have more than enough materials and equipment?)

If you have a choice of where to sit, think about lights, noise and space. Are you close enough to hear well? Can you see? Are you comfortable?

(6. If you have a choice of where to sit, what should you think about?)

If you will be in the test for a long time without a break, take a candy bar or something else to snack on.

TEST PREPARATION - HOW TO STUDY

There is not very much you can do to prepare for employment tests, but if you are going to take an achievement test, you can look at your time schedule and plan.

It is best not to cram. Study well ahead of the day that you have to take the test. An important test cannot be studied for in one night. You need to review each area of the test carefully, giving time for what you have studied to "sink in." If you can, get a sample of the test questions so that you can get a "feel" for the kinds of questions that will be on the test.

(7. How should you study for a test?)
(8. Why should you get a sample of the test questions?)

Have someone else ask you questions on the material that will be covered on the test.

TAKING TESTS

Always read the directions carefully, and ask the person giving the test to tell you what you have to do if you do not understand something.

(9. What should you do if you do not understand something?)

A. Is the test timed? If it is, how long a time will you have? Will there be a warning to let you know when the test is about over? Take a watch to help you keep track of how much time you have left. If the test has more than one part, find out if there is a time limit on each part. Find out if you can go on to the next part when you have finished a part. (This is important because some parts will be harder for you than other ones.)

B. What test aids can you use? Should you bring scratch paper and a calculator? Do not hurt yourself; use anything they will let you use.

C. Look at all of the test before trying it. Pay attention to the directions which tell how to mark your answers and to other directions on the test.

TEST APPROACHES

Tests are different. You will do better by watching the following:

(A) TRUE - FALSE

Find out how the test will be scored. If your score will be the number right, answer all the questions and guess "true" when you do not have a good reason for marking "false." If your score will be the number of answers you get right minus the number you miss, answer only the questions of which you are sure - do not just guess. Leave the ones blank that you are not sure of.

(10. What should you find out about a True-False test?)

Be very careful when you read a True-False test. Certain words usually make a sentence "false." Words such as "never," "always," "all," "forever" and words such as "highest," "smallest" and "fastest" are often (but not always) a sign that the sentence is "false." For the sentence to be "true," the statement must be true all of the time. It only takes one time when it is not true to make it false.

B. MULTIPLE CHOICE

In this kind of test, you need to choose from three, four or five answers (like the vocabulary quizzes in these units) On some tests, you have to choose the best answer - even if there is no "correct" answer as one of your choices.

An example is:

4x3=

a) 13
b) 20
c) 10
d) none of the above

Of course, the answer is (d) because the correct answer is 12, and 12 is not one of the choices.

(11. Why is (d) the answer to the example?)

This question shows you why you need to read all of the questions very carefully. Look at the choices and eliminate the ones that you are sure are wrong ones. If you have no idea what the answer is, a guess might be worth the risk.

(12. What should you do if you do not know the answer?)

C. COMPLETION

Completion questions are very difficult to answer because you must know the answer. An example is: "A famous Civil War general who became President of the United States is ____________________ _______ ______________________."

Key things to look at for questions like this are:

1. Can you guess or will there be a penalty for wrong answers?

Many times there is no penalty and the answer will be marked wrong whether you answer wrong or leave it blank.

2. Many times, how long the spaces are for the answers will be a hint to the right word or words. In the example above, the answer is a three-word name, and a correct guess would be Ulysses S. Grant. George Washington would be an incorrect guess because George Washington is only a two-word name.

(13. Why are completion questions very difficult to answer?)

Knowing about subject-verb agreement (See-English class does help.) will help, too. A plural verb takes a plural answer. A singular verb takes a singular answer. The article in front of the answer may also be helpful. If "an" is used, the answer starts with a vowel or a vowel sound. (See-English class again.)

(14. List two (2) things that could be a hint to you.)

D. MATCHING

In this kind of test, you have to match things in one column with things in another column. The number of choices in the answer column is often more than the number of things in the question column so that you cannot get the last answer by having eliminated all of the other choices. On some tests, you have to use the same answer more than one time. Find out the directions, and do the best that you can.

(15. What do you have to do on a matching test?)

E. ESSAY

Essay questions are set up to find out how much you know about something and how well you can write your answer.

Do not rush through essay questions too quickly. They often count more than other parts of the test. Read the questions carefully to see what the questions are asking.

(16. Why should you not rush through essay questions?)

Give examples in your answer if you can. Use good grammar (There's that English class again). Check to see that you have spelled correctly (Guess what class, AGAIN!), punctuated as needed and written clearly and neatly (and again?).

OTHER TIPS ON TAKING TESTS*

*The importance of reading directions carefully, knowing how the test is to be scored and planning your approach cannot be pointed out too much.

*Do not spend too much time on one question. Go on and return to it later if you have the time.

*Even though the hardest questions are often at the end of a test, you may be able to answer some of them. Make sure that you give yourself time to try to answer all of the questions.

PERFORMANCE CHECK: When the sixteen (16) questions have been written out and answered, hand to the teacher to be graded.

UNIT E: EMPLOYMENT TESTS (1 of 4)

MODULE 19: PREPARING FOR EMPLOYMENT TESTS

LESSON 3: LEARNING ABOUT EMPLOYMENT TESTS

COMPETENCY: You will learn how to take employment tests.

SUPPLIES: Paper, pen/pencil

STUDENT ACTION:

1. DO NOT WRITE ON THESE PAGES.
2. On a separate sheet of paper, write your name, Unit E, Module 19, Lesson 3.
3. Read and study this lesson.
4. On your paper, write out and answer the twenty-five (25) questions in the reading.

EMPLOYMENT TESTS

When you apply for a job, you may be asked to take an employment test. The test may be to check your general achievement and intelligence or to check your abilities in certain areas. Module 18, Lesson 2 listed many of the types of tests that you may be asked to take. Even though tests are only one way employers use to screen people applying for jobs, tests can be very important in your job hunt. For some types of jobs, if you do not pass the test, you will not get the job.

(1. What may you be asked to do when applying for a job?)
(2. How can tests be very important in your job hunt?)

TYPES OF QUESTIONS

In this lesson, you will learn about the types of questions that you may need to answer on employment tests.

1. Which two words have the same meaning?

a) open b) happy c) glad d) green

On this type of question, you need to have a good vocabulary. The question would be much harder if you did not know what one of the words meant. You will probably miss these questions if you do not have a good vocabulary.

(3. What do you need to have for this type of question?)
●(4. Do you think this kind of question is hard to answer?)
●(5. What would make this kind of question harder?)

For most employment tests, you will not answer on the test itself. You will usually mark your answers on a separate sheet. On this question, the answer sheet would probably look like this:

a. open b. happy c. glad d. green

a-b a-c a-d b-c b-d c-d

○ ○ ○ ○ ○ ○

You would have to decide which two words have the same meaning: (a) open and (b) happy, (a) open and (c) glad, (a) open and (d) green, (b) happy and (c) glad, (b) happy and (d) green, or (c) glad and (d) green.

In this case, the answer is (b) happy and (c) glad, so you would put a mark in b-c. You must be careful when you mark your answer sheet. You might know the right answer but miss it because you marked the sheet wrong.

2. Which two words have the opposite meaning?

(a) old (b) dry (c) cold (d) young

a-b a-d b-c b-d c-d

○ ○ ○ ○ ○

●(6. How is this question like question number 1?)
(7. How is it different?)
●(8. What do you need to have for this type of question?)
(9. What is the correct answer to question number 2?)
●(10. What would make this kind of question harder?)
(11. Why might you miss this question even if you know the right answer?)

3. Add (+)

766 (A) 677 (C) 777
11 (B) 755 (D) 656

1. A B C D
[ ] [ ] [ ] [ ]

2. A B C D
[ ] [ ] [ ] [ ]

3. A B C D
[ ] [ ] [ ] [ ]

4. A B C D
[ ] [ ] [ ] [ ]

●(12. What do you need to know for this kind of question?)
●(13. Do you think this kind of question is hard?)
●(14. What would make this kind of question harder?)
(15. Which is the correct answser?)
●(16. How would you mark the correct answer?)

4. A man works 8 hours a day, 5 days a week. He earns $3.65 an hour. How much does he earn in a week?

(A) $164.00 (C) $246.00

(B) $134.00 (D) None of the above

On this type of question you have to be able to read and decide what you have to do to get the correct answer. One of the choices on the answer sheet is (D) None of the above. When you have a choice like this, you mark it if the correct answer is not given on the answer sheet.

(17. What do you need to know for this kind of question?)
●(18. Do you think this kind of question is hard?)
(19. What is the correct answer?)
(20. Which letter would you mark for the correct answer on the answer sheet?)

5. Which pairs of names are the same (s) and which are different (d)?

A. W.W. Jason...W.W.Jason A S() D()

B. Johnson and Johnson...Johnson and Johnsen B S() D()

C. Harold Jones Co...Harold Jones and Co. C S() D()

●(21. What do you need to be able to do for this kind of question?)
(22. Do you think this kind of question is hard?)
●(23. How would you mark your answers?)
(24. What are the correct answers?)
(A. ?)
(B. ?)
(C. ?)

You will find that some tests are easy. Others are hard, but do not give up just because a test has a lot of hard questions. It is probably just as hard for others who are applying for the job and taking the test.

(25. Why should you not give up just because a test has a lot of hard questions?)

PERFORMANCE CHECK: When the twenty-five (25) questions have been written out and answered, hand to the teacher to be graded.

UNIT F: JOB INTERVIEWS (1 of 3)

MODULE 20: INTRODUCTION

LESSON 1: Reading the Objective, Rationale and Student Action for Unit F

STUDENT DIRECTION: Read the Objective, Rationale and Student Action for Unit F.

OBJECTIVE: You will be able to participate in a job interview, giving the employer information about your qualifications and strengths that would help you do the job for which you are applying. You will be able to communicate information as well as learn about the company and the job from the interviewer.

RATIONALE: The interview gives a chance for one-to-one communication between you and the employer. It is important that you can tell about your qualifications in a way that will make the interviewer think well of you. The interview is a very important part of your job hunt. This one conversation can be what decides whether or not you are able to get a job. This unit has lessons which will prepare you for participation in an interview. By being prepared for the interview, your chances for getting a job will be better.

STUDENT ACTION: Module 20: Introduction

- Lesson 1 - Reading the Objective, Rationale and Student Action for Unit F
- Lesson 2 - Studying the Vocabulary for Unit F
- Lesson 3 - Taking a Vocabulary Quiz for Unit F

Module 21: Preparing for the Interview

- Lesson 1 - Reading the Objective, Rationale and Student Action for Unit F
- Lesson 2 - Learning the Purpose of a Job Interview
- Lesson 3 - Preparing for an Interview
- Lesson 4 - Comparing How and How Not to Use the Telephone
- Lesson 5 - Learning About the Areas to Prepare for in an Interview
- Lesson 6 - Learning How to Act Before the Interview

Module 22: Personal Appearance

- Lesson 1 - Reading the Objective, Rationale and Student Action for Module 2

Lesson 2 - Learning About Appropriate Appearance
Lesson 3 - Personal Appearance Checklist

Module 23: Questions Frequently Asked

Lesson 1 - Reading the Objective, Rationale and Student Action for Module 23
Lesson 2 - Answering Questions Often Asked During an Interview
Lesson 3 - Answering Questions Often Asked During an Interview
Lesson 4 - Answering Questions Often Asked During an Interview

Module 24: Problem Questions

Lesson 1 - Reading the Objective, Rationale and Student Action for Module 24
Lesson 2 - Learning How to Handle Problem Questions

Module 25 - The Interview from Your Side

Lesson 1 - Reading the Objective, Rationale and Student Action for Module 25
Lesson 2 - Learning About Some of the Ways That Employers Interview
Lesson 3 - Making up Questions That You Can Ask
Lesson 4 - Answering "Why Would You?" Questions

Module 26 - The Interview From the Other Side

Lesson 1 - Reading the Objective, Rationale and Student Action for Module 26
Lesson 2 - Learning What Makes a Successful Interview
Lesson 3 - Learning What "Turns Off" Interviewers
Lesson 4 - Learning What Employers Look for in an Interview
Lesson 5 - Deciding Whom to Hire

Module 27 - The Do's and Don'ts of Job Interviews

Lesson 1 - Reading the Objective, Rationale and Student Action for Module 27
Lesson 2 - Studying Things You Should Do at a Job Interview
Lesson 3 - Studying the Things You Should Do at a Job Interview
Lesson 4 - Studying the Things You Should Not Do at a Job Interview

Lesson 5 - Studying the Things You Should Not Do at a Job Interview

Module 28: The Simulated Interview

Lesson 1 - Reading the Objective, Rationale and Student Action for Module 28
Lesson 2 - Applying What You Have Learned About Interviewing

STUDENT DIRECTION: Go to Module 20, Lesson 2.

UNIT F: JOB INTERVIEWS (1 of 2)

MODULE 20: INTRODUCTION

LESSON 2: STUDYING THE VOCABULARY FOR UNIT F

COMPETENCY: You will learn the vocabulary needed to understand Unit F.

SUPPLIES: Word search, pen,/pencil

STUDENT ACTION:

1. DO NOT WRITE ON THESE PAGES.
2. Write your name on the word search.
3. Circle each of the vocabulary words in the word search.
4. Study the vocabulary words and meanings.
5. When you feel that you know the meanings of the vocabulary words, go to Module 20, Lesson 3, Vocabulary Quiz.

VOCABULARY WORDS AND MEANINGS:

1. communication - talking by spoken language, written language, sign language, etc.
2. participation - the act of joining in; doing
3. appearance - the way something or someone looks
4. ambitious - wanting to do well and to get ahead
5. response - an answer
6. review - to look over again; to study again
7. anxious - worried; nervous
8. enthusiasm - strong excitement over something or someone
9. rapport - goodwill, harmony; getting along well
10. confidence (confident) - feeling sure of yourself
11. evasive - trying to avoid something or someone
12. selection - a choice
13. impressive - well thought of
14. initial - first
15. unique - one of a kind
16. appropriate - suitable; right for what is going on

17. specific - clear; exact
18. simulated - acted out as if it were real; practiced
19. impression - feeling
20. temperament - the way you act and feel
21. conversation - the act of talking
22. arranged - set up
23. frequently - happening often
24. conservative - careful

PERFORMANCE CHECK: When the word search is finished, hand to the teacher to be graded.

UNIT F, MODULE 20, LESSON 2 WORD SEARCH NAME________________________

COMMUNICATION
PARTICIPATION
APPEARANCE
AMBITIOUS
RESPONSE
REVIEW
ANXIOUS
ENTHUSIASM
RAPPORT
CONFIDENCE
EVASIVE
SELECTION
IMPRESSIVE
INITIAL
UNIQUE
APPROPRIATE
CONSERVATIVE
SPECIFIC
SIMULATED
IMPRESSION
TEMPERAMENT
CONVERSATION
ARRANGED
FREQUENTLY

```
C P A R A E R C S I U A C S S I T C A F
O A P E N N A O E M N P O P I M E O R R
M R P S X T P N L P I P N E M P M N R E
M T E P I H P F E R Q R S C U R P V A Q
U I A O O U O I C E U O E I L E E E N U
N C R N U S R D T S E P R F A S R R G E
I I A S S I T E I S W R V I T S A S E N
C P N E I A D N O I H I A C E I M A D T
A A C R A S O C N V O A T N D O E T G L
T T E E M M Y E S E W T I E W N N I O Y
I I A V V A O E A I A E V V O B T O F G
O O M I E R U V T N N D E E R E T N I E
N N B E R E L A U I T A H R K A H K N T
I F I W Y Y I S R T S N O G I D E E D A
S U T L B O K I D I W G T I N R E E W J
T N I I O U E V P A O E D V G A N P O O
H O O K E R U E Y L E E O W X F S O E V
I N U E E O S O S U M V G U A H O N K O
S O S S D O X L T S S E Y P N U R S V K
A L L O F T H E A N S W E R S A R E U P
A N D D O W N S T A R T I N G A T T H E
T O T O F T H E W O R L D S E A R C H X
C A N Y O U F I N D T H E C L U E S E E
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UNIT F: JOB INTERVIEWS (1 of 2)

MODULE 20: INTRODUCTION

LESSON 3: TAKING A VOCABULARY QUIZ FOR UNIT F

COMPETENCY: You will take a quiz to see if you know the meanings of the vocabulary words for Unit F.

SUPPLIES: Paper, pen/pencil

STUDENT ACTION:

1. DO NOT WRITE ON THESE PAGES.
2. On a separate sheet of paper, write your name, Unit F, Module 20, Lesson 3.
3. On your paper, number 1 to 24.
4. Next to the number, write the letter (A,B or C) that best tells the meaning of the word.

VOCABULARY QUIZ:

1. frequently A) happening often B) feeling C) clearly
2. arranged A) set up B) wanted to do well and to get ahead C) well thought of
3. conversation A) the act of talking B) the act of joining in; doing C) the way you act or feel
4. temperament A) the way you act or feel B) worried; nervous C) an answer
5. impression A) careful B) feeling C) a choice
6. unique A) goodwill, harmony; getting along well B) one of a kind C) an answer
7. simulated A) talking by spoken language, written language, sign language, etc. B) acted out as if it were real; practiced C) to try to avoid something or someone
8. specific A) the way something or someone looks B) clear; exact C) to look over again; to study again
9. appropriate A) first B) the way something or someone looks C) suitable; right for what is going on
10. communication A) strong excitement over something or someone B) acted out as if it were real; practiced C) talking by spoken language, written language, sign language, etc.
11. participation A) a choice B) trying to avoid someone or something C) the act of joining in; doing

12.	appearance	A) feeling sure of yourself B) well thought of C) the way something or someone looks
13.	ambitious	A) wanting to do well and get ahead B) goodwill, harmony; getting along well C) the act of talking
14.	response	A) an answer B) first C) feeling
15.	review	A) a choice B) to look over again; to study again C) to try to avoid something or someone
16.	anxious	A) well thought of B) worried; nervous C) the way you act or feel
17.	initial	A) set up B) an answer C) first
18.	selection	A) one of a kind B) clear; exact C) a choice
19.	impressive	A) feeling sure of yourself B) happening often C) well thought of
20.	evasive	A) the act of talking B) suitable; right for what is going on C) trying to avoid something or someone
21.	confidence (confident)	A) happening often B) feeling sure of yourself C) worried; nervous
22.	rapport	A) an answer B) goodwill, harmony; getting along well C) to look over again, to study again
23.	enthusiasm	A) strong excitement over something or someone B) the act of joining in; doing C) the way something or someone looks
24.	conservative	A) careful B) first C) an answer

PERFORMANCE CHECK: When the quiz has been finished, hand to the teacher to be graded.

UNIT F: JOB INTERVIEWS

MODULE 21: PREPARING FOR THE INTERVIEW

LESSON 1: READING THE OBJECTIVE, RATIONALE AND STUDENT ACTION FOR MODULE 21

STUDENT ACTION: Read the Objective, Rationale and Student Action for Module 21.

OBJECTIVE: You will learn the purpose of a job interview and how to prepare for an interview.

RATIONALE: The interview gives a chance for one-to-one communications between you and the employer. It is important that you know how to prepare for an interview since that one conversation can be the most important thing in your job hunt.

STUDENT ACTION:
- Lesson 1 - Reading the Objective, Rationale and Student Action for Module 21
- Lesson 2 - Learning the Purpose of a Job Interview
- Lesson 3 - Preparing for an Interview
- Lesson 4 - Comparing How and How Not to Use the Telephone
- Lesson 5 - Learning About the Areas to Prepare for in an Interview
- Lesson 6 - Learning How to Act Before the Interview

STUDENT DIRECTION: Go to Module 21, Lesson 2.

UNIT F: JOB INTERVIEWS (1 of 3)
MODULE 21: PREPARING FOR AN INTERVIEW
LESSON 2: LEARNING THE PURPOSE OF A JOB INTERVIEW
COMPETENCY: You will learn the purpose of a job interview.
SUPPLIES: Paper, pen/pencil
STUDENT ACTION:

1. DO NOT WRITE ON THESE PAGES.
2. On a separate sheet of paper, write your name, Unit F, Module 21, Lesson 2.
3. Read and study this lesson.
4. On your paper, write out and answer the twelve (12) questions in the reading.

PURPOSE OF A JOB INTERVIEW:

Every successful job hunt ends in one thing - an interview with an employer or personnel director. A good interview will make both the possible employee and the employer see the reasons why it will be best for both of them to work together.

(1. In what does every successful job hunt end?)
(2. What will a good interview do?)

The purpose of any interview is to give the interviewer a chance to find out four things: your personality, your education and training, your work experiences, and references you can give.

(3. The purpose of any interview is to give the interviewer a chance to find out what four things about you?)

YOUR PERSONALITY

Your personality is made up of the things which set you apart from everyone else. We all have good and bad things about us. However, just as no two people have the same fingerprints, no two people have the same personality. We are lucky that personalities, unlike fingerprints, are within our own control, and the bad things about us can be corrected.

(4. Of what is your personality made?)
(5. Why are we lucky?)

Personality can be broken up into four areas. Each area plays an important role in making a personality. Each area can also make the difference between a good or bad interview.

A. How You Look

An interviewer will grade you on your appearance. A selection of clothing that fits your personality is important. The clothing must also fit the weather and the kind of job for which you are applying. The way you wear your clothes will also be noticed. Your grooming and health are also important for good appearance.

(6. Your selection of clothing must fit what three things?)

B. How You Feel

How you feel is shown by the way you act, how and what you say, and the look on your face.

(7. The interviewer can tell how you feel by noticing what three things about you?)

C. What You Say

Be interested, eager, and listen to what is being said. A good listener is always welcomed. Think before you speak, and make sure you have something to say before you say it. Your voice is important in what you say and how you say it. Employers like to hear a good voice. Practice voice control, good diction and use correct grammar. (See, English is important!)

(8. What do employers like to hear?)

D. What You Do

The way you act shows what kind of person you are. Your manner, behavior and what you do show your personality as much as how you look, feel and talk. What you do is shown in many places whether it be in sports, driving a car or walking down the street. All of us should have poise. This is seen by others. You should be comfortable when meeting other people.

(9. What does the way you act show?)

Be confident; look alert; practice good posture; and control your emotions. All of these will help your personality rating as a possible employee.

YOUR EDUCATION AND TRAINING

The employer will want to know what courses you have taken in school and how well you have done in school. He or she will also be very interested in your attendance. The employers feel that the habits students have in school will also carry through to the job. If you have good attendance at school, you will probably have good attendance on the job. If your attendance at school is "spotty" or poor, the employer will not want to take a chance by hiring you.

(10. Why does an employer want to know about school attendance?)

YOUR WORK EXPERIENCE

Never, never, never tell an employer that you have never had a job! Just because you have not had a "formal," punch-a-time-clock job does not mean you have not worked. If nothing else, tell the interviewer about your chores around the house. Do not give the idea that you are lazy and have never worked.

(11. Why should you not tell an interviewer that you have never worked?)

If you have had a "formal" job or have helped people outside of your family, make sure you mention it.

REFERENCES YOU CAN GIVE

Before you use someone as a reference, make sure the person does not mind. Also, make sure that the reference will say "good things" about you! Wouldn't it just be great if the reference said that you were a "lazy, no good troublemaker who would steal a person's shoes?"

(12. What two things should you make sure of before you use a person as a reference?)

PERFORMANCE CHECK: When the 12 questions have been written out and answered, hand to the teacher to be graded.

UNIT F: JOB INTERVIEWS (1 of 2)

MODULE 21: PREPARING FOR AN INTERVIEW

LESSON 3: LEARNING HOW TO ARRANGE AN INTERVIEW

COMPETENCY: You will learn about the two common ways, the telephone or a letter, used in setting up a job interview.

SUPPLIES: Paper, pen/pencil

STUDENT ACTION:

1. DO NOT WRITE ON THESE PAGES.
2. On a separate sheet of paper, write your name, Unit F, Module 21, Lesson 3.
3. Read and study this lesson.
4. On your paper, write out and answer the fifteen (15) questions in the reading.

ARRANGING FOR THE INTERVIEW

1. Using a Letter of Application

   A. The letter should be neat, well set up and interesting with short sentences showing a positive and self-confident person.

   •(1. Why should the letter be neat, well set up and interesting?)

   B. Sending a special delivery letter can sometimes be helpful because it will bring more attention to your letter.

   (2. How could sending your letter special delivery be helpful?)

   C. For more information on letters of application, see Unit C, Module 11.

2. Using a Telephone

   A. Hints on using a telephone to set up an interview

      1. Plan what you want to say before you call.

         •(3. Why should you plan what you want to say?)

      2. Speak your name clearly.

      3. Speak confidently, clearly and slowly.

      4. Be businesslike and polite.

      5. Do not try to have an interview over the telephone.

(Be careful that you do not make this mistake! A wrong word can ruin your chances for getting the job. Always ask for an interview.)

(4. Why should you not try to have an interview over the telephone?)

B. Telephone Call Checklist

When you make the call, you will probably be nervous. You may want to make a copy of the following telephone call checklist to help you when making a call.

______Tell your name to the person who answers the telephone.

•(5. Why should you give your name?)

______Tell the reason.

•(6. Why should you tell why you are calling?)

______Ask to speak to the person in charge of hiring.

______Say your name again and repeat your reason for calling (if the person in charge of hiring did not answer the phone).

______Then say, "I WOULD LIKE TO MEET WITH YOU TO LEARN MORE ABOUT THE JOB OPENING. WHEN COULD I COME IN FOR AN INTERVIEW?"

______If the person gives you an interview day and time, write it down right away.

Date: ______________

Day: ______________

Time: ______________

______Ask, "WHERE SHALL I MEET YOU?"

Place: ______________

______Then say, "THANK YOU FOR YOUR TIME. I WILL MEET YOU AT (place)

on (day and date) at time) ."

(7-14. Make a copy of this checklist.)

After the interview: Between 3 and 5 days after the interview, call back to check on your application. A short call will help the interviewer to remember you.

(15. Why should you call back to check on your application?)

PERFORMANCE CHECK: After the 15 questions have been written out and answered, hand to the teacher to be graded.

UNIT F:	JOB INTERVIEWS	(1 of 3)
MODULE 21:	PREPARING FOR AN INTERVIEW	
LESSON 4:	COMPARING HOW AND HOW NOT TO USE THE TELEPHONE	
COMPETENCY:	You will compare a good way and a bad way of using the telephone to get an interview.	
SUPPLIES:	Paper, pen/pencil	
STUDENT ACTION:	1. DO NOT WRITE ON THESE PAGES. 2. On a separate sheet of paper, write your name, Unit F, Module 21, Lesson 4. 3. Read and study this lesson. 4. On your paper, write out and answer the ten (10) questions in the reading.	

THE GOOD, THE BAD, WHICH ONE IS UGLY?

The telephone is an important tool in your job search. On the telephone, you must sell yourself by the words you use, by your correct grammar and by your enthusiasm for the job. You should make sure that you call from a quiet place so that the employer will be able to hear you.

(1. Why should you call from a quiet place?)

THE GOOD, THE BAD - WHICH ONE IS UGLY?

This ad was in the newspaper yesterday.

HELP NEEDED

Part-time and full-time permanent jobs.

Want ambitious go-getters. EARN up to

$6.00 per hour. Call 555-1212.

The following are examples of two people calling to answer the ad.

Phone rings, and a male voice says, "Hello, Solar Heating Company. May I help you?"

Paul Perfect: "My name is Paul Perfect. Could you tell me to whom I should talk to find about your ad in yesterday's newspaper."	AND	Louie Loser: "Uh, I, uh, was seein' 'bout, um, the job in, uh, the paper."

(2. What did Louie forget to do first?)
(3. What did Paul ask?)

Male voice: "Mrs. Workery is the personnel director. You'll have to speak to her. I shall transfer your call."

Paul: "Thank you. Before you transfer the call, could you spell her name for me?"	AND	Louie: "Oh, yeah, that be cool."
Male voice to Paul: "Yes, it is W-O-R-K-E-R-Y."	AND	nothing to Louie because he did not ask.

●(4. Why was Paul wise to ask the spelling of the personnel director's name?)

Mrs. Workery: "Good morning, this is the personnel director. How can I help you?"

Paul: Mrs. Workery, my name is Paul Perfect, and I would like to meet with you to talk about about the job advertised in yesterday's paper."	AND	Louie: "Yeah, Lady, I need a a job, and you said in yesterday's paper you was lookin' for somebody."

●(5. Why is it better if you use the personnel director's name?)

●(6. Who would give a better picture of himself to the personnel director?)

Mrs. Workery: "Yes, I am interviewing tomorrow morning between 9 and 11."

Paul: "Could I have an appointment for 9 a.m., please?"	AND	Louie: "Right on."

●(7. What did Louie forget to do?)

Mrs. Workery to Paul: "I have an appointment at 9:00. Would 9:15 do?"	AND	to Louie: nothing, he did not ask anything.
Paul: "That would be fine. I shall repeat my name for you. It is Paul Perfect, P-E-R-F-E-C-T. Where shall I meet you tomorrow?"	AND	Louie: "Thanks, bye!"
Mrs. Workery to Paul: "Go to room 113 on the first floor. My secretary will meet you there."	AND	to Louie: "Click."

Paul: "That's room 113 in the Solar Heating Company building on First Street. Thank you very much. I'll see you at 9:15. Good-bye."

Mrs. Workery: "Good-bye."

- (8. Who is The Good and why?)
- (9. Who is The Bad and why?)
- (10. What makes a telephone call Ugly?)

PERFORMANCE CHECK: When the 10 questions have been written out and answered, hand to the teacher to be graded.

UNIT F: JOB INTERVIEWS (1 of 3)

MODULE 21: PREPARING FOR THE INTERVIEW

LESSON 5: LEARNING ABOUT THE AREAS TO PREPARE FOR AN INTERVIEW

COMPETENCY: You will learn about the eight major areas that you will have to know to be ready for an interview.

SUPPLIES: Paper, pen/pencil

STUDENT ACTION:

1. DO NOT WRITE ON THESE PAGES.
2. On a separate sheet of paper, write your name, Unit F, Module 21, Lesson 5.
3. Read and study this lesson.
4. On your paper, write out and answer the ten (10) questions in the reading.

BE PREPARED

A. Learn All You Can About The Company - The more you know about the company, the better your chances are of giving a good impression to the interviewer. Following are questions you should try to answer about the company before you go to an interview.

1. What products or services does the company offer?
2. What kinds of jobs are open?
3. What is the company's hiring policy?
4. Is it a good company?
5. What is the pay scale for the job you are applying for?
6. What is the interviewer's name?

(1. Why is it good to know about the company?)

B. Gather Together and Take All Important Papers - It would not look good if you went to an interview and did not have information that the interviewer wanted. Make sure you take the following items with you.

1. personal data sheet
2. work records (examples: companies, dates, jobs)
3. school records (examples: name, location, dates, courses)
4. names, addresses and phone numbers of references (NO RELATIVES - PLEASE!)

5. social security card (NO CARD - NO WORK!)

6. any special training certificates (examples: JA, babysitting course, awards)

(2. Why must you make sure you take all of your important papers?)
(3. Why can't you use relatives as references?)

C. Know What You Have To Offer - Do not go in saying you can do anything they want you to do. Just be able to answer the following questions:

1. What training have you had?

2. What have you done?

3. What can you do?

4. What kind of job do you want?

D. Know Why You Want To Work For The Company - The interviewer will think much better of you if you can tell him or her why you would like to work for the company.

(4. Why should you know why you want to work for the company?)

E. Get A Good Night's Rest - Do not stay out late or stay up late watching television the night before an interview. You want to go in looking fresh and full of energy, not red-eyed and yawning.

(5. Why should you get a good night's rest?)

F. Dress Right For The Interview And Be Well Groomed - The first impression you give to the interviewer will usually be based on the way you are dressed and how you look. If you look bad, your chances will not be good at all. If you do not give a good impression by your clothes and grooming, you must hope that the interviewer did not pay any attention to the way you were dressed. That would mean that your clothes and grooming at least did not hurt you.

(6. What will the interviewer's first impression of you be based on?)
(7. If you do not give a good impression by your clothes and grooming, why must you hope the interviewer did not pay any attention to your clothes and grooming?)

G. Think Positively - Say to yourself, "I know I can do this job. I am going to make that employer want me. I am going to make that employer feel that he or she needs me. I am going to 'sell' myself." Straighten your back. Hold your head up. Step forward, full of confidence and enthusiasm. By doing these things you will think positively, and you will start the employer thinking positively about you.

(8. Why should you think positively?)

H. Additional Points To Remember -

1. Be sure that you take a black or blue pen that writes.
2. Take no chance of being late or rushed. Get ready for your interview early.
3. Go alone. The employer is interested in you, not your friend or your father, mother, sister or brother. Stand on your own two feet. The other person you take would not be able to help you on the job, so do not take them to help you on the interview.
4. Remember, the employer can be helped by the kind of service you offer. Be sure of yourself, but do not be a "smart-aleck."

(9. How can you make sure you will not be late or rushed for the interview?)
(10. Why should you go alone to the interview?)

PERFORMANCE CHECK: When the 10 questions have been written out and answered, hand to the teacher to be graded.

UNIT F: JOB INTERVIEWS (1 of 2)

MODULE 21: PREPARING FOR THE INTERVIEW

LESSON 6: LEARNING HOW TO ACT BEFORE THE INTERVIEW

COMPETENCY: You will learn how to act before the interview.

SUPPLIES: Paper, pen/pencil

STUDENT ACTION:

1. DO NOT WRITE ON THESE PAGES.
2. On a separate sheet of paper, write your name, Unit F, Module 21, Lesson 6.
3. Read and study this lesson.
4. On your paper, write "Teacher, I am following the directions in the Student Action." Hand your paper to the teacher to be graded.

HOW TO ACT BEFORE THE INTERVIEW

The interview starts as soon as you enter the office and are greeted by the secretary. Keep these points in mind.

(1. When does the interview begin?)

A. Be sure that you are on time and in the right place.

•(2. Why should you be sure that you are on time?)

B. First impressions are important. Show that you are sure of yourself, but do not be "cocky."

•(3. Why are first impressions important?)

C. Tell who you are and whom you are to see. Also tell why you are there and the time of your interview.

•(4. Why should you tell who you are?)

D. Await your turn quietly if you have to wait.

E. Do not move around in your chair too much - this is called "fidgeting."

F. Do not chew gum.

•(5. Why should you not chew gum?)

G. Practice good posture. Do not be a jellyfish while you are sitting.

H. Be polite and friendly if someone talks to you, but do not talk too much.

●(6. Why should you not talk too much?)

I. The employer can ask the secretary. "What did you think of that person?"

●(7. Did you read the Student Action?)

PERFORMANCE CHECK: When you have finished the lesson, hand it to the teacher to be graded.

UNIT F: JOB INTERVIEW

MODULE 22: PERSONAL APPEARANCE

LESSON 1: READING THE OBJECTIVE, RATIONALE AND STUDENT ACTION FOR MODULE 22

STUDENT DIRECTION: Read the Objective, Rationale and Student Action for Module 22.

OBJECTIVE: You will learn the right way to dress when you go for an interview.

RATIONALE: The interview gives a chance for one-to-one communication between you and the employer. It is important that you dress right when going for an interview since this one conversation can be the thing that gets you the job. If you do not dress right, the employer may not want to hire you before you even get the interview.

STUDENT ACTION:
Lesson 1 - Reading the Objective, Rationale and Student Action for Module 22
Lesson 2 - Learning About Appropriate Appearance
Lesson 3 - Personal Appearance Checklist

STUDENT DIRECTION: Go to Module 22, Lesson 2.

UNIT F:	JOB INTERVIEWS	(1 of 2)
MODULE 22:	PERSONAL APPEARANCE	
LESSON 2:	LEARNING ABOUT APPROPRIATE APPEARANCE	
COMPETENCY:	You will learn about appropriate appearance and why it is important in an interview.	
SUPPLIES:	Paper, pen/pencil	

STUDENT ACTION:

1. DO NOT WRITE ON THESE PAGES.
2. On a separate sheet of paper, write your name, Unit F, Module 22, Lesson 2.
3. Read and study this lesson.
4. On your paper, write out and answer the questions in the reading.

APPROPRIATE APPEARANCE

Appearance, or how you look, is important in doing well in an interview. You only get one chance to "sell" yourself to an employer!

(1. How many chances do you get to "sell" yourself?)

Many times, people feel put down because employers will not hire them because of their poor appearance. People who are not hired say, "How can I make a good first impression when I don't have the money to buy good clothes?"

(2. What do people who are not hired say?)

It's not the price of the outfit - it's how appropriate or right it is. You can dress well for an interview by following these tips:

*Be clean and neat.

*Dress simply--no far-out, sexy styles

*Dress the way the other workers do--in other words, dress like you already have the job.

*CLEAN - NEAT - SIMPLE - APPROPRIATE

(3. What four words are good tips for how to dress for an interview?)

There are good reasons why employers look for people who have good appearance.

A. How neat people are shows how they feel and think. Employers feel that how neatly you look shows how neatly you will work.

(4. What do employers feel?)

B. If you care about getting a job, you will care about cleaning up and dressing correctly or appropriately for the interview. If you do not take pride in your appearance, you will not take pride in your work.

(5. What will you not do if you do not take pride in your appearance?)

C. Companies cannot hire people whose appearance bothers the customers. If you look bad, the company looks bad.

(6. Why can't companies hire people whose appearance bothers the customers?)

REMEMBER: If you do not look your best at the interview, the only person you are hurting is you!

(7. If you do not look your best at an interview, who is getting hurt?)

The female most likely to be hired is the one who has: hair neat and clean, nails clean, make-up light not heavy, and a simple dress or skirt and blouse that are ironed. Her clothes will show that she knows how to dress for the job because she will dress as well or better than the women working there. Low-cut blouses, tight skirts, way-out prints and dangling jewelry will be left at home.

(8. The female who is hired will wear clothes to the interview that show she knows what?)
(9. Why will her clothes show this?)

The male who gets the job will wear clean, neat, pressed slacks and a clean, pressed shirt (with no holes) and a tie. His shoes will be polished (no tennis shoes, please).

You may not like to wear what the employer wants to see, but the boss is the boss. You may feel that it is your right to dress and look any way you want. However, this could keep you from getting a job. Remember, you can always put on your old blue jeans and "tennies" when you get home!

(10. What could keep you from getting a job?)

PERFORMANCE CHECK: When the 10 questions have been written out and answered, hand to the teacher to be graded.

UNIT F: JOB INTERVIEWS (1 of 2)

MODULE 22: PERSONAL APPEARANCE

LESSON 3: PERSONAL APPEARANCE CHECKLIST

COMPETENCY: You will make a copy of a personal appearance checklist that you can use before you go to an interview.

SUPPLIES: Paper, pen/pencil

STUDENT ACTION:

1. DO NOT WRITE ON THESE PAGES.
2. On a separate sheet of paper, write your name, Unit F, Module 22, Lesson 3.
3. Make a copy of the following Personal Appearance Checklist.

PERSONAL APPEARANCE CHECKLIST

I. GROOMING:

_______Are you neat and clean?

_______Have you checked your clothing, hair, nails, and ears?

_______Have you taken a bath?

_______Have you used your deodorant?

_______Have you brushed your teeth?

II. CLOTHING

MEN:

_______dark slacks (*Never, never wear blue jeans.)

_______black or brown, polished shoes (no "tennies," please)

_______light-colored shirt

_______plain tie

_______dark shoes (no white socks, please)

_______no sunglasses

WOMEN:

_______dress, suit or skirt and blouse (*Never, never, never wear blue jeans.)

_______stockings (Put an extra pair in your purse in case you get a "run" in your nylons.)

_______low-to-medium heeled shoes (no high heels, please)

_______no sunglasses

_______shoes clean and polished

III. HOW YOU FEEL:

_______Get a good night's sleep before the interview.

_______If you are sick, call and change your interview to another day if you can.

IV. HOW TO ACT:

_______Be yourself.

_______Use good posture. (Don't slouch.)

_______Be pleasant.

_______Be a good listener.

_______Try not to look too nervous. (Relax a little.)

V. WHAT TO SAY:

_______Use good voice control.

_______Use good diction.

_______Use good grammar.

"Why can't I wear jeans? That's all I have!"

If you want to be a keep-looking-never-get-a-job person, wear jeans to your interviews. If you want to work on a farm or detassle corn (Boy, that is a hot job!) or do some outdoor job, wear jeans (if you must) to the interview. But, make sure they are clean, pressed and free of rips and holes.

Don't grumble; face facts. In the work world, employers do not like to see people in jeans at the interviews. (It doesn't matter whose name is on the bottom!) After you are hired, you can check to see if you can wear them to work. BUT, DON'T WEAR THEM TO THE INTERVIEW, EVEN IF THEY COST $90.00!!!!!

Jeans will not help you make a good impression. Wearing them to the interview could cost you hundreds and hundreds of dollars in the pay you did not get because you were not hired. All you will get is --to sit home in your jeans. (Get the point?)

PERFORMANCE CHECK: When the checklist is written down, hand to the teacher to be graded.

UNIT F: JOB INTERVIEWS

MODULE 23: QUESTIONS FREQUENTLY ASKED

LESSON 1: READING THE OBJECTIVE, RATIONALE AND STUDENT ACTION

STUDENT DIRECTION: Read the Objective, Rationale and Student Action for Module 23.

OBJECTIVE: You will decide what answers you will use for questions that are often asked in interviews.

RATIONALE: The interview gives a chance for one-to-one communication betweeen you and the employer. It will help you in the interview if you know what questions may be asked. You will have a good idea about what you want to answer. This is important because your answers will be the key to your getting a job.

STUDENT ACTION:
Lesson 1 - Reading the Objective, Rationale and Student Action for Module 23
Lesson 2 - Answering Questions Often Asked During an Interview
Lesson 3 - Answering Questions Often Asked During an Interview
Lesson 4 - Answering Questions Often Asked During an Interview

STUDENT DIRECTION: Go to Module 23, Lesson 2.

UNIT F: JOB INTERVIEWS

MODULE 23: QUESTIONS FREQUENTLY ASKED

LESSON 2: ANSWERING QUESTIONS OFTEN ASKED DURING AN INTERVIEW

COMPETENCY: You will decide what answers you will use for ten questions that you may be asked in an interview.

SUPPLIES: Paper, pen/pencil

STUDENT ACTION:

1. DO NOT WRITE ON THIS PAGE.
2. On a separate sheet of paper, write your name, Unit F, Module 23, Lesson 2.
3. On your paper, write out and answer the ten (10) questions in this lesson.

QUESTIONS FREQUENTLY ASKED IN AN INTERVIEW

1. Tell me a litle bit about yourself.
2. What school activities have you been in?
3. How do you spend your spare time?
4. What are your hobbies?
5. In what type of job are you interested?
6. Why do you want to work for our company?
7. What jobs have you had?
8. What classes in school did you enjoy?
9. What training have you had?
10. What are your ideas on salary?

PERFORMANCE CHECK: When the 10 questions have been written out and answered, hand to the teacher to be graded.

UNIT F: JOB INTERVIEWS

MODULE 23: QUESTIONS FREQUENTLY ASKED

LESSON 3: ANSWERING QUESTIONS OFTEN ASKED DURING AN INTERVIEW

COMPETENCY: You will decide what answers you will use for ten questions that you may be asked in an interview.

SUPPLIES: Paper, pen/pencil

STUDENT ACTION:

1. DO NOT WRITE ON THIS PAGE.
2. On a separate sheet of paper, write your name, Unit F, Module 23, Lesson 3.
3. On your paper, write out and answer the ten (10) questions on this lesson.

QUESTIONS FREQUENTLY ASKED IN AN INTERVIEW

1. What sports are you interested in?
2. How do you feel you did in school?
3. Which of your school years was the hardest?
4. Do you like doing the same work every day?
5. What is your major weakness?
6. What do you do to keep in shape?
7. Have you had any serious illness or injuries?
8. Are you willing to go where the company sends you?
9. What kinds of books or magazines do you read?
10. What class in school was the hardest for you?

PERFORMANCE CHECK: When the 10 questions have been written out and answered, hand to the teacher to be graded.

UNIT F: JOB INTERVIEWS

MODULE 23: QUESTIONS FREQUENTLY ASKED

LESSON 4: ANSWERING QUESTIONS OFTEN ASKED DURING AN INTERVIEW

COMPETENCY: You will decide what answers you will use for ten questions that you may be asked in an interview.

SUPPLIES: Paper, pen/pencil

STUDENT ACTION:

1. DO NOT WRITE ON THIS PAGE.
2. On a separate sheet of paper, write your name, Unit F, Module 23, Lesson 4.
3. On your paper, write out and answer the ten (10) questions in this lesson.

QUESTIONS FREQUENTLY ASKED IN AN INTERVIEW

1. Do you mind working overtime?
2. What kind of work interests you?
3. What do you want to be doing five years from now?
4. Why should I hire you over all of the other people applying for a job?
5. What references can you give?
6. Have you ever been fired from a job?
7. Have you ever been in jail?
8. How would you get to work?
9. What class in school was easiest for you?
10. Rate yourself from 1 to 10 - 1 being a terrible worker, 10 being a super worker.

PERFORMANCE CHECK: When the 10 questions have been written out and answered, hand to the teacher to be graded.

UNIT F: JOB INTERVIEWS

MODULE 24: PROBLEM QUESTIONS

LESSON 1: READING THE OBJECTIVE, RATIONALE AND STUDENT ACTION FOR MODULE 24

STUDENT DIRECTION: Read the Objective, Rationale and Student Action for Module 24.

OBJECTIVE: By being given problem questions that you may be asked at an interview, you will learn how to answer them to the interviewer's liking.

RATIONALE: The interview gives a chance for one-to-one communication between you and the employer. It will help you if you know about problem questions that might be asked. If you can learn how to answer these questions in an interview, you will do much better since those questions may be what decide if you get a job.

STUDENT ACTION:
Lesson 1 - Reading the Objective, Rationale and Student Action for Module 24
Lesson 2 - Learning How to Handle Problem Questions

STUDENT DIRECTION: Go to Module 24, Lesson 2.

UNIT F: JOB INTERVIEWS (1 of 3)
MODULE 24: PROBLEM QUESTIONS
LESSON 2: LEARNING HOW TO HANDLE PROBLEM QUESTIONS
COMPETENCY: You will learn how to best handle problem questions in an interview.
SUPPLIES: Paper, pen/pencil
STUDENT ACTION:

1. DO NOT WRITE ON THESE PAGES.
2. On a separate sheet of paper, write your name, Unit F, Module 24, Lesson 2.
3. Read and study this lesson.
4. On your paper, write out and answer the twelve (12) questions in the lesson.

PROBLEM QUESTIONS

It is very easy to be "put on the spot" in a job interview. This most often happens when the interviewer asks you a tough question that you cannot answer without really taking time to think about it or cannot answer it at all. Either way, it looks bad.

(1. When are you likely to be "put on the spot"?)

That is why it is so important that you are ready for the kinds of questions that you may be asked. Easy questions are easy to answer, but you must also be able to answer the hard ones such as:

"Why do you want to work for this company?"

"What is the real reason you left your last job?"

"What do you have to offer us?"

"How much do you think you are worth?"

If you are not ready to answer these kinds of questions, you are going to look bad during the interview.

(2. How will you look if you cannot handle the tough questions in an interview?)

Here are some things you may run into in an interview and some hints on how to handle them.

WORK HISTORY

If you know that an ex-boss will not give you a good reference, you should tell the interviewer. Do not try to hide that fact. If you do not tell about that boss, the interviewer is going to wonder why if he or she finds out. Just tell the interviewer that you were "not ready for a job like that at that time" but that you "learned a lot from what happened." Say that some of your other references and other employers may have better things to say about you.

(3. What should you do if you know that an ex-boss will not give you a good reference?)
(4. What should you tell the interviewer?)

If you have jumped around from job to job, you might say that you were looking at different kinds of jobs and that you are sure that you have finally found the kind of work you would like to "stick" with.

(5. What might you say if you have jumped around from job to job?)

LACK OF EDUCATION

If you have done poorly in school or have done poorly in one or two classes, again do not try to hide it. For example, if you do not read well, the fact that you are willing to tell him or her shows that you know that you have a problem and will try to improve. If you are failing or not doing well, tell the employer that you did not know how important a good education was until you started looking for a job. Next, say that you are going to do better from now on. (Then YOU BETTER DO BETTER!) If you are still in school or are going back, that is a good selling point.

(6. What should you say if you are failing or not doing well in school?)

ABOUT PAY

Even if the paycheck is the most important thing to you, you should not act too interested in money. If you ask for too much money, you may not be hired. If you ask for too little money, you may be hired but make less money than anyone else just starting. It's best not to say a dollar and cents amount. Just tell the employer that you know you do not have the experience that the other workers do but that you are a "good enough worker to start at the same pay others starting on this job would get." This way you will start at the same pay that others will, but you have shown the employer that you are sure of yourself. Employers like that!

(7. What may happen if you ask for too much money?)
(8. What may happen if you ask for too little money?)
(9. What should you tell the employer?)

PHYSICAL OR MENTAL HANDICAPS

If you have a handicap of any kind that could cause you some problems on the job, be sure to tell about it. But, you would not be interviewing for the job if you did not think you could do it, would you? Because of new laws, it may help you to tell any handicaps you may have.

(10. If you have a handicap that could cause problems, what should you do?)

SPECIAL PERSONAL PROBLEMS

Just about everyone has some things about his or her life that he/she does not like to talk about. It may be family problems, problems in school, problems with the law or other personal problems. If the interviewer asks about such a problem, do not lie. Show that you have taken steps to solve or live with the problem. If the problem is such that it will in no way bother you on the job, it's better not to say anything about it. Just do not bring it up in the interview. Often, it is better if you do not bring up these personal problems, but if it should ever come up, be ready to talk about it. However, if it is a problem that may bother you on the job or if your employer will find out about it sooner or later, it is best to deal with it from the very first. Cover it as quickly as you can, and then move on to something else.

(11. If you have a personal problem that will not bother you on the job, what should you do?

(12. If it is a problem that may bother you on the job, what should you do?)

PERFORMANCE CHECK: When the 12 questions have been written out and answered, hand to the teacher to be graded.

UNIT F: JOB INTERVIEWS

MODULE 25: THE INTERVIEW FROM YOUR SIDE

LESSON 1: READING THE OBJECTIVE, RATIONALE AND STUDENT ACTION

STUDENT DIRECTION: Read the Objective, Rationale and Student Action for Module 25.

OBJECTIVE: You will learn what to expect in a job interview and learn the importance of being able to handle different kinds of interviewing used by employers.

RATIONALE: The interview gives a chance for one-to-one communication between you and the employer. It will help you if you learn about the different kinds of interviews used by employers. Knowing this can be very important in your job hunt.

STUDENT ACTION:

Lesson 1 - Reading the Objective, Rationale and Student Action for Module 25
Lesson 2 - Learning About Some of the Ways That Employers Interview
Lesson 3 - Making Up Questions That You Can Ask
Lesson 4 - Answering "Why Would You?" Questions

STUDENT DIRECTION: Go to Module 25, Lesson 2.

UNIT F: JOB INTERVIEWS (1 of 4)

MODULE 25: THE INTERVIEW FROM YOUR SIDE

LESSON 2: LEARNING ABOUT SOME OF THE WAYS THAT EMPLOYERS INTERVIEW

SUPPLIES: Paper, pen/pencil

STUDENT ACTION:

1. DO NOT WRITE ON THESE PAGES.
2. On a separate sheet of paper, write your name, Unit F, Module 25, Lesson 2.
3. Read and study this lesson.
4. On your paper, write out and answer the twenty (20) questions in the reading.

WAYS THAT EMPLOYERS INTERVIEW

First of all, you must get rid of the idea that all of the employers who will interview will know what they are doing. Chances are many of them will not know how to interview.

People who interview do not always know the right way to interview because most only hold interviews when they need to fill a job opening. Many of them are poor listeners, do not speak well or are hard to understand.

(1. Why do people who interview not always know the right way to interview?)

You should not let being interviewed bother you. You should just try to set up a good feeling between you and the interviewer. You can do this by putting yourself in the interviewer's shoes. If you can, you will be able to help make the interview a success.

(2. How can you set up a good feeling between you and the interviewer?)

You will not have to go on too many interviews before you see that no two interviews are the same. Interviews are all different, but they can fall into one of these four kinds - the "Fact Finding" Way, the "You're The Customer" Way, the "Do-It-Yourself" Way and the "Quicky" Way.

(3. What are the 4 kinds of interviews called?)

A. The "Fact Finding" Way

What happens - The interviewer reads and re-reads your application like it should be memorized. After this, he or she coldly shoots a lot of questions at you about why you want to work, your background and your experience.

(4. What does the interviewer do after he or she reads your application?)

What often happens next - With no good will set up, you keep trying to answer the questions being shot at you. You cannot find out what is going on, and you get more and more nervous. You start feeling like you are on trial. This causes you to have poor feelings about the interview and the interviewer.

The interviewer may have known the right way to pick a worker but did not know how to use an interview to pick a good worker. The "Fact Finding" Way is poor because the interviewer never gets to know you as a person.

(5. Why is the "Fact Finding" Way poor?)

What you can do instead - Try to get the interviewer to talk. Do this by answering the questions with facts, examples and specific things that you have done well. Do not give any one-word or single-sentence answers to any questions. Your job is to get the interviewer out of the courtroom by getting him or her to talk to you. If you give longer answers, the interviewer may relax, and you will have a better chance.

(6. How can you try to get the interviewer to talk?)
(7. What may happen if you give longer answers?)

B. "You're The Customer" Way

What happens - The interviewer puts your application away and starts talking about the company. He or she soon starts giving you a sales talk and forgets the reason for the interview.

What often happens next - You get upset. You keep waiting for the interviewer to ask you about you. You keep waiting to hear about the job opening. But it never happens, and you end up leaving. After you leave, you wonder why you came. You wonder if the interviewer even asked you your name. You wonder if you really did apply for a job!

(8. Why would you get upset in the "You're The Customer" Way?)

What you can do instead - Listen to the interviewer, and think about what he or she is saying. Ask questions to lead the interviewer to areas of interest to you. Do not try to stop the interviewer. He or she is in a good mood talking about the company. Use that good mood to help you in the interview.

(9. Why should you not try to stop the interview?)

When the interviewer starts saying the same things again, it is time for you to act. Start by saying, "Let's see if I understand what you are saying." Repeat some of the things the interviewer said. You must remember that the interviewer may have given you the sales talk to see if you are interested in the company.

Your job here is to get an idea of what the company needs. Once you do that, you can talk about the company needs and show how your abilities, experience and interests would help meet those needs. It is time for you to do most of the talking. You must now make the interviewer see that what the company needs is you as a worker.

(10. What is your job in this kind of interview?)
(11. What must you make the interviewer see?)

C. "Do-it-Yourself" Way

What happens - The interviewer throws you the ball and does not want it back. He or she will start by asking something like, "Well, what can I do for you?" or "What questions do you have about the job?" The interviewer wants to take the back seat and let you drive.

(12. What does the interviewer ask first?)

What often happens next - You will probably stumble your way through the interview trying to think of something to say. Soon the interviewer says, "Thank you for coming in," and the interview is over. And with it your chances for getting a job are over.

(13. What would you probably do?)

What you can do instead - The employer is probably not very good at interviewing. In this case, you should help out by taking charge of the interview in the correct way. Start by asking some questions to get the interviewer to tell you about the job. A good question would be, "What would my duties be on this job?" Use each of his or her answers to lead you to another question. Good questions would be: "What days will I work?"; "What are the hours?" and "Is there anything else I should know?" By doing this, you have taken the lead in the interview, and you have shown the interviewer that you are good at taking charge.

(14. How can you take charge of the interview?)
(15. What are the 3 good questions to ask?)

D. "The Quickie" Way

What happens - The interviewer is in a hurry and does not seem to want to take much time for the interview.

(16. The interviewer does not seem to want to do what?)

What often happens next - You shake hands, sit down, answer two or three questions, and the interviewer then says, "Thank you for coming in. We will call you if we need you."

What you can do instead - Sometimes the interview goes very quickly because the interviewer decided not to hire you as soon as he or she saw you or saw your application. In this case, there is not much you can do about it. You really do not get the time to change the interviewer's mind.

(17. Why does the interview go very quickly sometimes?)

Many times, however, an interview goes quickly because the employer does not know how to interview. If this is the case, you can take charge of the interview (as explained in the "Do-it-yourself" Way). By doing this and giving good answers, you can often turn the interview into something good for you - a job.

(18. If the employer does not know to interview, what can you do?)

You will have to decide at the beginning of this type of interview on one of three things:

1. The interviewer has already decided you are not the one for the job.
   or
2. The interviewer does not know how to interview.
   or
3. The interviewer really does not have the time for the interview.

If it is number one, there is nothing you can do. If it is number two, you can take charge. If it is number three, you should try to change the interview to a different time when the interviewer will have more time for the interview.

(19. If the interviewer does not have time to talk to you, what should you do?)

There are many other different kinds of interviews. Only four were listed here. In fact, every interview is a little different. This lesson was to show you four different ways an interview can go and to show you how to handle them.

In many ways, an interview is like a game - an important one. And like a game, it has rules that must be followed. The reason you are doing this unit on interviewing is the same reason a coach tells his players the rules of basketball. YOU CANNOT WIN IF YOU DON'T PLAY THE GAME RIGHT! The problem with the game of interviewing is that if you lose, you lose more than a game. You lose your chance of getting a job. Learn the rules so that you give yourself a chance to win - the job!

(20. What is the problem with the game of interviewing?)

PERFORMANCE CHECK: When the 20 questions have been answered, hand to the teacher to be graded.

UNIT F: JOB INTERVIEWS

MODULE 25: THE INTERVIEW FROM YOUR SIDE

LESSON 3: MAKING UP QUESTIONS THAT YOU CAN ASK

COMPETENCY: You will make up questions that you can ask the interviewer during an interview.

SUPPLIES: Paper, pen/pencil

STUDENT ACTION:
1. DO NOT WRITE ON THIS PAGE.
2. On a separate sheet of paper, write your name, Unit F, Module 25, Lesson 3.
3. Read and study this lesson.
4. Make a list of five (5) questions that you can ask an interviewer.

At some time in an interview, the employer is going to ask you, "Do you have any questions?" In order for you to look good to the employer, it is important that you ask a question or two. This shows that you are interested enough in the job that you have some questions. It also shows that you are smart enough to keep the interview going a little longer so that the employer spends more time with you. This extra time may be all it takes to make the employer decide he or she wants to hire you.

Make a list of 5 good questions to ask the interviewer during the interview.

1.

2.

3.

4.

5.

PERFORMANCE CHECK: When the five questions have been written out, hand to the teacher to be graded.

UNIT F: JOB INTERVIEWS (1 of 2)

MODULE 25: THE INTERVIEW FROM YOUR SIDE

LESSON 4: ANSWERING "WHY WOULD YOU?" QUESTIONS

COMPETENCY: You will decide why you would do certain things correctly in an interview.

SUPPLIES: Paper, pen/pencil

STUDENT ACTION:
1. DO NOT WRITE ON THESE PAGES.
2. On a separate sheet of paper, write your name, Unit F, Module 25, Lesson 4.
3. Write out and answer the following twenty (20) questions.

In an interview;

1. Why would you try to be as calm and relaxed as possible?
2. Why would you not smoke?
3. Why would you not wear sunglasses?
4. Why would you not chew gum?
5. Why would you look right at the person interviewing you?
6. Why would you speak clearly?
7. Why would you not talk too much about your personal life?
8. Why would you tell the truth?
9. Why would you not "wiggle around" in the chair?
10. Why would you not sit down until asked to do so?
11. Why would you not say that you are willing to do anything?
12. Why would you not wear blue jeans?
13. Why would you use correct English?
14. Why would you learn all you could about the company before going to the interview?
15. Why would you get a good night's rest?
16. Why would you dress right for the interview?
17. Why would you be on time?
18. Why would you act your best?

19. Why would you write a letter the next day, thanking the employer for the interview?

20. Why would you be hired for the job?

PERFORMANCE CHECK: When the 20 questions have been written out and answered, hand to the teacher to be graded.

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UNIT F: JOB INTERVIEWS

MODULE 26: THE INTERVIEW FROM THE OTHER SIDE

LESSON 1: READING THE OBJECTIVE, RATIONALE AND STUDENT ACTION FOR MODULE 26

STUDENT ACTION: Read the Objective, Rationale and Student Action for Module 26.

OBJECTIVES: You will learn about the things that must go together for an interview to be successful. You will learn the common reasons why people are not hired, the guidelines often used in checking job applicants and the different things that turn interviewers off.

RATIONALE: The interview gives a chance for one-to-one communication between you and the employer. It will help you if you know what the employer looks for in applicants since that could be what decides whether you are hired or not.

STUDENT ACTION:
Lesson 1 - Reading the Objective, Rationale and Student Action for Module 26
Lesson 2 - Learning What Makes a Successful Interview
Lesson 3 - Learning What "Turns Off" Interviewers
Lesson 4 - Learning What Employers Look for in an Interview
Lesson 5 - Deciding Whom to Hire

STUDENT DIRECTION: Go to Module 26, Lesson 2.

UNIT F: JOB INTERVIEWS (1 of 3)

MODULE 26: THE INTERVIEW FROM THE OTHER SIDE

LESSON 2: LEARNING WHAT MAKES A SUCCESSFUL INTERVIEW

COMPETENCY: You will learn about the things that make an interview successful.

SUPPLIES: Paper, pen/pencil

STUDENT ACTION:

1. DO NOT WRITE ON THESE PAGES.
2. On a separate sheet of paper, write your name, Unit F, Module 26, Lesson 2.
3. Read and study this lesson.
4. On your paper, write out and answer the fifteen (15) questions in the reading.

The interview from the other side of the desk is not very easy either. Interviewing people for jobs frequently means seeing and checking a great many people in one day. This can be hard. Since many more people are turned down for a job than are hired, there are many reasons why people are turned down. The most common reasons for employers not hiring a person are:

1. Poor Attitude
2. Poor Work Record
3. Bad References
4. Lack of Self-selling Ability
5. Lack of Skill or Experience
6. Not Really Wanting to Work
7. "Bad Mouthing" Former Bosses
8. Wanting too Much Money
9. Only Wanting to Work Certain Hours or Certain Days
10. Not Coming for an Interview

(1. Do any of these reasons for not hiring a person apply to you? Which ones?

What can be done so that these will not be reasons to stop you from being hired? Take a look.

Poor Attitude - No one owes you a job. Don't forget that. You are the one who is asking the employer for a job; he or she is not asking you. If you do not go to the interview with a good attitude (one that shows you want to work), you will leave the interview without a good attitude, too. Why? Because you will not be hired, that's why!

(2. What will happen if you do not go to the interview with a good attitude?)

Poor Work Record - There is nothing you can do to change what has happened in the past. DO NOT TRY TO LIE ABOUT YOUR POOR WORK RECORD. If you do, it may not get you into trouble, but it will not get you into a job. If you have a poor work record, tell the employer that you were not very mature when you started working but that now you are mature enough to know why it is important to be the best worker that you can be. Tell him or her that you have learned a lot from the mistakes you made on your others job(s) and that you will not make those mistakes again.

(3. What should you not do if you have a poor work record? Why?
(4. What should you do if you have a poor work record?)

Bad References - Make sure that you do not use as a reference someone who will talk badly about you. Also, make sure you get a person's OK before you use him/her as a reference.

(5. Of what 2 things should you make sure about your references?)

Lack of Self-selling Ability - You have to be able to sell yourself at the interview. Go into the interview with the idea that you can be a good worker for the employer. If you believe it, you should be able to make the employer believe it! Do not be scared; you have many good qualities. Let the interviewer see them.

(6. With what idea should you go into the interview?)

Lack of Skill or Experience - This one is a real problem. Many employers do not want to hire someone without experience. How can you get experience when no one will hire you? One way to get some experience working is to do volunteer work. It does not pay when you are doing volunteer work, but it may pay later by helping you get a job. An excellent place to get some experience is Junior Achievement.

(7. How can you get some experience?)
(8. Where could you do some volunteer work?)

Not Really Wanting to Work - There is really nothing that can help you on this. Either you want to work or you do not want to work. If you do not want to work, why would you go to an interview?

● (9. Can you think of a reason why someone would apply for a job if he or she did not want to work? If you can, what is it?)

"Bad Mouthing" Former Bosses - NO matter how bad your last boss was, do not talk poorly about him or her. If you "bad mouth" your former boss, the interviewer will think that you will also talk badly about him or her if you should some time quit working there.

(10. What will the interviewer think if you "bad mouth" your former boss?)

Wanting Too Much Money - If you ask for more money than the employer pays a beginning worker, you probably will not be hired. Remember, you are a young, beginning worker. You do not have the skills or experience of the other workers; therefore, you do not deserve to make as much money as they do.

(11. What will happen if you ask for too much money?)
(12. What should you remember?)

Only Wanting to Work Certain Hours or Certain Days - You must not fall into the trap of telling the employer that you will only work certain hours or certain days. Wait for the employer to tell you when the hours or days are that you are to work. If you cannot work some of those times, tell the employer why you cannot and hope for the best. If he or she thinks you will be a good worker, the hours or days may be changed. However, if the hours or days cannot be changed, that does not mean you would not have been a good worker. It just means that the employer had to have someone those hours or days that you could not work.

(13. Into what trap must you not fall?)
(14. If you cannot work some of the times the job calls for, what should you do?)
(15. If the hours or days cannot be changed, what does that mean?)

Not Coming to the Interview - How can you get a job if you do not ask for it? If you miss your interview, you miss your chance; it is that simple. People who want jobs do not miss interviews.

PERFORMANCE CHECK: When the 15 questions have been answered, hand to the teacher to be graded.

UNIT F: JOB INTERVIEWS (1 of 2)

MODULE 26: THE INTERVIEW FROM THE OTHER SIDE

LESSON 3: LEARNING WHAT "TURNS OFF" INTERVIEWERS

COMPETENCY: You will learn what interviewers look for in job seekers and what causes interviewers not to hire people.

SUPPLIES: Paper, pen/pencil

STUDENT ACTION:

1. DO NOT WRITE ON THESE PAGES.
2. On a separate sheet of paper, write your name, Unit F, Module 26, Lesson 3.
3. Read and study this lesson.
4. On your paper, write out and answer the ten (10) questions in the reading.

Most employers will evaluate or grade you in an interview by looking at the following things:

1. Appearance
2. Personality
3. Getting along with others
4. Attitude
5. Poise (how you present yourself)
6. How well you know the job
7. Interests
8. Enthusiasm
9. Good references
10. Complete, good application form
11. Good work record

From this list, you can see that while skill, education and experience are areas which will be looked at, other things are also important.

(Tell what these things mean:)

(1. Appearance?)

(2. Personality?)

(3. Poise?)

(4. Attitude?)

(5. Interests?)

(6. Enthusiasm?)

(7. Good references?)

(8. Complete, good application form?)

(9. Good work record?)

The employer thinks skills can always be learned, and education and experience can always be gained. The other things--like character, personality, attitudes, enthusiasm--cannot be taught or given by the employer.

Here are some things which often "turn off" the interviewers:

1. Poor appearance
2. Poor attitude
3. Poor manners
4. Chewing gum or smoking
5. Not looking the interviewer in the eyes
6. Being interested only in money
7. Not feeling sure of yourself
8. Poor grammar, using slang
9. Not acting grown up
10. Not having any goals

(10. Which one of these could apply to you?)

PERFORMANCE CHECK: When the ten questions have been written out and answered, hand to the teacher to be graded.

UNIT F: JOB INTERVIEWS (1 of 3)

MODULE 26: THE INTERVIEW FROM THE OTHER SIDE

LESSON 4: LEARNING WHAT EMPLOYERS LOOK FOR IN AN INTERVIEW

COMPETENCY: You will learn more about what employers look for during an interview.

SUPPLIES: Paper, pen/pencil

STUDENT ACTION:

1. DO NOT WRITE ON THESE PAGES.
2. On a separate sheet of paper, write your name, Unit F, Module 26, Lesson 4.
3. Read and study this lesson.
4. ● On your paper, write out and answer the twenty (20) questions in the reading. (You will not find the answers in the reading. The answers will be your own.)

WHAT EMPLOYERS LOOK FOR IN AN INTERVIEW

I. The employer may want to know the following things about you:

- A. Do you have any hobbies?
- B. Do you have recreational and cultural interests?
- C. Did you join in activities at school?
- D. Do you help others in your community?
- E. Do you know what is happening in the news?

    ● (1. Why may the employer want to know if you joined in any activities at school?)

II. How You Express Yourself

- A. Can you think clearly?
- B. Can you speak clearly?
- C. Do you have a good speaking voice?
- D. Do you use good English?
- E. Do you ask good questions about the company and job?
- F. Do you answer questions with interest?
- G. Do you know your goals, plans and ambitions?
- H. Do you know what you want to say?
- I. Do you know something about the company?

Why may the employer want to know...

(2. ...if you are able to think clearly?)
(3. ...if you are able to speak clearly?)
(4. ...if you have a good speaking voice?)
(5. ...if you use good English?)
(6. ...if you answer the questions with interest?)

III. Manners, Personality and Character

A. Are you mature (grown up)?

B. Are you friendly?

C. Are you able to laugh?

D. Are you sincere?

E. Are you polite?

F. Do you show initiative?

G. Do you show interest?

H. Do you show enthusiasm?

I. Do you show confidence?

J. Can you handle yourself (poise)?

K. Are you honest?

L. Are you sure of yourself?

M. Are you able to listen?

N. Are you creative?

Why may the employer want to know...

(7. ...if you are mature?)
(8. ...if you are friendly?)
(9. ...if you are polite?)
(10. ...if you show initiative?)
(11. ...if you show enthusiasm?)
(12. ...if you are honest?)
(13. ...if you are able to listen?)

IV. Personal Appearance

A. Are you healthy?

B. Are you clean and well-groomed?

C. Are you dressed right for the interview?

Why may the employer want to know...

(14. ...if you are healthy?)
(15. ...if you are clean and well-groomed?)
(16. ...if you are dressed right for the interview?)

V. Past Work Experience

A. Did you get any promotions?

B. Did you get any pay raises?

C. Were you in the military?

D. Why did you leave your other job or jobs?

Why may the employer want to know...

(17. ...if you have had any promotions?)
(18. ...why you left your other job or jobs?)

VI. School Record

A. Did you show improvement in school?

B. Did you do well in school?

C. Did you have good attendance in school?

D. Were you in a work-study program?

Why may the employer want to know...

(19. ...if you had good attendance in school?)
(20. ...if you were in a work-study program?)

PERFORMANCE CHECK: When the 20 questions are written out and answered, hand to the teacher to be graded.

UNIT F: JOB INTERVIEWS (1 of 4)

MODULE 26: THE INTERVIEW FROM THE OTHER SIDE

LESSON 5: DECIDING WHOM TO HIRE

COMPETENCY: You will make a choice on whom to hire during an interview. This will let you see what an employer has to do during an interview.

SUPPLIES: Paper, pen/pencil

STUDENT ACTION:

1. DO NOT WRITE ON THESE PAGES.
2. On a separate sheet of paper, write your name, Unit F, Module 26, Lesson 5.
3. Read and study this lesson.
4. On your paper, write out and answer the eighteen (18) questions in the reading.

WHOM WOULD YOU HIRE?

If you were interviewing people for jobs, whom would you hire? Six jobs are listed here. Below each job are words telling about the three people who applied for the job. Decide whom you would hire. You can only hire one person for each job.

1. You interview 3 men for a job selling books over the phone.

Man #1:

a. wore blue jeans and cowboy boots

b. had a good speaking voice

c. graduated from high school

(1. Would you hire Man #1? Why or why not?)

Man #2:

a. does not have a good speaking voice

b. is a high school graduate

c. dressed nicely

(2. Would you hire Man #2? Why or why not?)

Man #3:

a. has been fired from 4 jobs

b. is a high school graduate

c. has a nice speaking voice

(3. Would you hire Man #3? Why or why not?)

2. You interview 2 women and a man for a cashier's job.

Woman #1:

a. dressed in shorts and a tube top

b. works well with money

c. was very friendly

(4. Would you hire Woman #1? Why or why not?)

Woman #2:

a. dressed nicely

b. works well with money

c. not very friendly

(5. Would you hire Woman #2? Why or why not?)

Man #1:

a. dressed nicely

b. works well with money

c. is physically handicapped

(6. Would you hire Man #1? Why or why not?)

3. You interview 3 high school students for a job as a dishwasher.

Student #1:

a. is in a work program

b. is a _C_ student

c. has not had a job before

(7. Would you hire Student #1? Why or why not?)

Student #2:

a. is a straight _A_ student

b. was fired from last job

c. is very friendly

(8. Would you hire Student #2? Why or why not?)

Student #3:

a. is a D student

b. has a poor attendance record

c. said he was a hard worker on a job he has now

(9. Would you hire Student #3? Why or why not?)

4. You interview 3 people for a job as a library helper.

Woman #1:

a. cannot read very well

b. is a hard worker

c. is nicely dressed

(10. Would you hire Woman #1? Why or why not?)

Man #1:

a. has 15 years' experience working in a library

b. has a wife and 2 children

c. has had a drug problem

(11. Would you hire Man #1? Why or why not?)

Student #1:

a. is a very good student

b. has never missed a day of school

c. walks with a bad limp

(12. Would you hire Student #1? Why or why not?)

5. You interview 3 people for a job to do yard work for your company.

Man #1:

a. worked as a bank teller

b. is very friendly

c. is a high school graduate

(13. Would you hire Man #1? Why or why not?)

Woman #1:

a. has 6 years' experience in yard work

b. is very friendly

c. is a high school graduate

(14. Would you hire Woman #1? Why or why not?)

Man #2:

a. has no work experience

b. is very friendly

c. is a college graduate

(15. Would you hire Man #2? Why or why not?)

6. You interview 3 people for a job as a cook.

Student #1:

a. has taken 2 years of cooking in a vocational school

b. has a B average

c. missed 24 days last school year

(16. Would you hire Student #1? Why or why not?)

Man #1:

a. has 6 years' experience as a cook

b. has given good references

c. is not very clean

(17. Would you hire Man #1? Why or why not?)

Woman #1:

a. has 9 years' experience as a waitress

b. has raised 5 children

c. was given award as waitress of the year

(18. Would you hire Woman #1? Why or why not?)

PERFORMANCE CHECK: When the 18 questions have been written out and answered, hand to the teacher to be graded.

UNIT F: JOB INTERVIEWS

MODULE 27: THE DO'S AND DON'TS OF JOB INTERVIEWS

LESSON 1: READING THE OBJECTIVE, RATIONALE AND STUDENT ACTION FOR MODULE 27

STUDENT ACTION: Read the Objective, Rationale and Student Action for Module 27.

OBJECTIVE: You will learn those things you should do and those things you should not do in a job interview.

RATIONALE: The interview gives a chance for one-to-one communication between you and the employer. It will help you if you know those things that you should do and those things you should not do in a job interview.

STUDENT ACTION:

Lesson 1 - Reading the Objective, Rationale and Student Action for Module 27
Lesson 2 - Studying Things You Should Do at an Interview
Lesson 3 - Studying Things You Should Do at an Interview
Lesson 4 - Studying Things You Should Not Do at an Interview
Lesson 5 - Studying Things You Should Not Do at an Interview

STUDENT DIRECTION: Go to Module 27, Lesson 2.

UNIT F: JOB INTERVIEWS

MODULE 27: THE DO'S AND DON'TS OF JOB INTERVIEWS

LESSON 2: STUDYING THINGS YOU SHOULD DO AT AN INTERVIEW

COMPETENCY: You will decide why you should do some things at a job interview.

SUPPLIES: Paper, pen/pencil

STUDENT ACTION:

1. DO NOT WRITE ON THIS PAGE.
2. On a separate sheet of paper, write your name, Unit F, Module 27, Lesson 2.
3. Read and study this lesson.
4. On your paper, write down the ten (10) following DO'S, and tell why each should be done at the interview.

DO'S FOR THE JOB INTERVIEW

1. DO act alert, attentive, interested and ready to work.
2. DO smile and look pleasant.
3. DO speak clearly.
4. DO walk straight with your head held up.
5. DO stand up and sit up straight.
6. DO say that you are interested in working.
7. DO let the interviewer run the interview.
8. DO answer questions truthfully.
9. DO thank the employer when the interview is over.
10. DO answer every question you are asked.

PERFORMANCE CHECK: When the 10 DO'S have been written and explained, hand to the teacher to be graded.

UNIT F: JOB INTERVIEWS

MODULE 27: THE DO'S AND DON'TS OF JOB INTERVIEWS

LESSON 3: STUDYING THINGS YOU SHOULD DO AT AN INTERVIEW

COMPETENCY: You will decide why you should do something at a job interview.

SUPPLIES: Paper, pen/pencil

STUDENT ACTION:

1. DO NOT WRITE ON THIS PAGE.
2. On a separate sheet of paper, write your name, Unit F, Module 27, Lesson 3.
3. Read and study this lesson.
4. On your own paper, write out the ten (10) DO'S, and tell why each should be done at an interview.

DO'S FOR THE JOB INTERVIEW

1. DO take important papers with you.
2. DO use good English.
3. DO look at the employer when he or she is talking.
4. DO sell your abilities and not your need for a job.
5. DO be yourself.
6. DO be pleasant but businesslike.
7. DO be dressed correctly.
8. DO be clean.
9. DO show that you can do the job.
10. DO remember to stand until you are asked to sit down.

PERFORMANCE CHECK: When the 10 DO'S have been written and explained, hand to the teacher to be graded.

UNIT F: JOB INTERVIEWS

MODULE 27: THE DO'S AND DON'TS OF JOB INTERVIEWS

LESSON 4: STUDYING THINGS YOU SHOULD NOT DO AT AN INTERVIEW

COMPETENCY: You will decide why you should not do some things at an interview.

SUPPLIES: Paper, pen/pencil

STUDENT ACTION:

1. DO NOT WRITE ON THIS PAGE.
2. On a separate sheet of paper, write your name, Unit F, Module 27, Lesson 4.
3. Read and study this lesson.
4. On your paper, write out the ten (10) DON'TS, and tell why each should not be at an interview.

DON'TS FOR THE JOB INTERVIEW

1. DON'T take anyone with you.
2. DON'T "put down" your former bosses or workers.
3. DON'T lean or put your hands on the employer's desk.
4. DON'T "lie down" in your chair.
5. DON'T ask too many small, unimportant questions.
6. DON'T call yourself "Mister" or "Miss."
7. DON'T use slang.
8. DON'T ask about salary or hours too soon in the interview.
9. DON'T play with ties, rings, earrings or pencils.
10. DON'T try to read the papers on the employer's desk.

PERFORMANCE CHECK: When the 10 DON'TS have been written and explained, hand to the teacher to be graded.

UNIT F: JOB INTERVIEWS

MODULE 27: THE DO'S AND DON'TS OF JOB INTERVIEWS

LESSON 5: STUDYING THINGS YOU SHOULD NOT DO AT AN INTERVIEW

COMPETENCY: You will decide why you should not do some things at an interview.

SUPPLIES: Paper, pen/pencil

STUDENT ACTION:

1. DO NOT WRITE ON THIS PAGE.
2. On a separate sheet of paper, write your name, Unit F, Module 27, Lesson 5.
3. Read and study this lesson.
4. On your paper, write out the ten (10) DON'TS, and tell why each should not be done at an interview.

DON'TS FOR THE JOB INTERVIEW

1. DON'T tell jokes.
2. DON'T be too friendly.
3. DON'T talk about unimportant things.
4. DON'T be a "know-it-all."
5. DON'T shake hands like a dead fish.
6. DON'T go into the interview carrying a lighted cigarette.
7. DON'T have bad breath.
8. DON'T carry a cane.
9. DON'T chew gum.
10. DON'T go to the interview if you are sick.

PERFORMANCE CHECK: When the 10 DON'TS have been written and explained, hand to the teacher to be graded.

UNIT F: JOB INTERVIEWS

MODULE 28: THE SIMULATED INTERVIEW

LESSON 1: READING THE OBJECTIVE, RATIONALE AND STUDENT ACTION FOR MODULE 28

STUDENT DIRECTION: Read the Objective, Rationale and Student Action for Module 28.

OBJECTIVE: You will be able to use what you have learned in this unit in a practice interview with your teacher.

RATIONALE: The interview gives a chance for one-to-one communication between you and the employer. It is important that you practice interviewing so that you will be ready for interviews when you look for a job.

STUDENT ACTION:
- Lesson 1 - Reading the Objective, Rationale and Student Action for Moldule 28
- Lesson 2 - Applying What You Have Learned About Interviewing

STUDENT DIRECTION: Go to Module 28, Lesson 2.

UNIT F: JOB INTERVIEWS

MODULE 28: THE SIMULATED INTERVIEW

LESSON 2: APPLYING WHAT YOU HAVE LEARNED

COMPETENCY: You will be able to use what you have learned in Unit F by having a simulated interview with your teacher.

SUPPLIES: Paper, pen/pencil

STUDENT ACTION:

1. DO NOT WRITE ON THIS PAGE.
2. On a separate sheet of paper, write your name, Unit F, Module 28, Lesson 2.
3. On your paper, write the name of a company and a job in that company for which you would like to apply.
4. Hand in your paper to your teacher, and set up a time when you could come in for an interview.

PERFORMANCE CHECK: Check with the teacher after the interview to see how well you did in the interview.

UNIT G: REJECTION SHOCK

MODULE 29: INTRODUCTION

LESSON 1: READING THE OBJECTIVE, RATIONALE AND STUDENT ACTION FOR UNIT G

STUDENT DIRECTION: Read the following Objective, Rationale and Student Action for Unit G.

OBJECTIVE: You will learn the bad points of being "down" when you have trouble getting a job. You will also learn how to handle the "down" caused by rejection shock.

RATIONALE: Anyone who has been on a job hunt has probably had times when he or she felt bad because a job could not be found. It is only natural to feel depressed and bad about it. The harder the person tries to get a job, the unhappier he or she gets when a job cannot be found.

Those feelings, called Rejection Shock, are some of the worst enemies of a successful job hunt. Unless they are controlled, they can ruin all chances of getting a job and harm the mental health of the job hunter.

STUDENT ACTION: MODULE 29: INTRODUCTION

- Lesson 1 - Reading the Objective, Rationale and Student Action for Unit G
- Lesson 2 - Learning the Vocabulary Used in Unit G
- Lesson 3 - Taking a Vocabulary Quiz

MODULE 30: THOSE-LOW-DOWN-GOTTA-GET-BETTER-TO-DIE BLUES

- Lesson 1 - Reading the Objective, Rationale and Student Action for Module 30
- Lesson 2 - Learning About Rejection Shock

MODULE 31: WHAT TO DO UNTIL THE JOB COMES

- Lesson 1 - Reading the Objective, Rationale and Student Action for Module 31
- Lesson 2 - Learning How to Control Rejection Shock

STUDENT DIRECTION: Go to Module 29, Lesson 2.

UNIT G: REJECTION SHOCK (1 of 2)

MODULE 29: INTRODUCTION

LESSON 2: LEARNING THE VOCABULARY USED IN UNIT G

COMPETENCY: You will learn the vocabulary used in Unit G.

SUPPLIES: Pen/pencil, word search

STUDENT ACTION:

1. DO NOT WRITE ON THESE PAGES.
2. Get a word search from your teacher.
3. Write your name on the word search.
4. Circle each of the vocabulary words in the word search.
5. Study the vocabulary words and meanings.
6. When you know the meanings of the vocabulary words, take the Vocabulary Quiz - Module 29, Lesson 3.

VOCABULARY WORDS AND MEANINGS

1. depression - feeling "down," feeling the "blues," a feeling of hopelessness
2. consolation - comfort, sympathy, relief
3. rejection - act of turning down, not taking
4. discouraged - depressed, feeling "down," cool
5. natural - normal, matter-of-fact
6. unsuccessful - failed, losing, useless
7. control - to guide, to master, to manage
8. symptoms - signs, warnings
9. probably - likely, seemingly
10. ruin - to destroy, to wreck, to defeat
11. common - regular, usual
12. preparation - the act of getting ready
13. serious - dangerous, alarming, severe
14. mental - having to do with the mind or brain
15. violent - hard, strong
16. caution - care, thought
17. suicide - killing one's self

18. determination - willpower, strength, courage

19. shock - a state of being "down"

20. successful - perfect, complete

PERFORMANCE CHECK: When the word search is finished, hand to the teacher to be graded.

UNIT G, MODULE 29, LESSON 2 WORD SEARCH NAME________________________

DEPRESSION
CONSOLATION
REJECTION
DISCOURAGED
NATURAL
UNSUCCESSFUL
CONTROL
SYMPTOMS
PROBABLY
RUIN
COMMON
PREPARATION
SERIOUS
MENTAL
VIOLENT
CAUTION
SUICIDE
DETERMINATION
SHOCK
SUCCESSFUL

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W E A R S M C C R D S V R E L O Y A L
U O U H E O O A O E E U I S E H T O T
T I O N M N D S U N J P I O H E A S T
N C T M T A I E U T S E R C L R A P S
K A O R T T S U T C I O C E I E A N S
L N O H E U C U N E C O L T S D N L B
W L I T E R O A N S R E N A I S E T D
L I W Y E A U W D L U M S E T O I O G
S L C L M L R E E R T C I S H I N O M
U Y R B O T A C I V O T C N F N O O N
O A S A Y E G A R S A N D E A U T N I
I O Y B O D E D L O F N U S S T L E M
R U L O I K D E H I G H S C H S I O O
E S E R C O N D A R V W O N O I F O L
S Y M P T O M S N I N I A R T R K U N
S Y M T P U N N O I T A R A P E R P L
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UNIT G:	REJECTION SHOCK	(1 of 2)
MODULE 29:	INTRODUCTION	
LESSON 3:	TAKING A VOCABULARY QUIZ	
COMPETENCY:	You will take a vocabulary quiz to see if you know the meanings of the words.	
SUPPLIES:	Paper, pen/pencil	

STUDENT ACTION:

1. DO NOT WRITE ON THESE PAGES.
2. On a separate sheet of paper, write your name, Unit G, Module 29, Lesson 3.
3. On your paper, number 1 to 20.
4. Next to each number, write the letter (A,B, or C) that best tells the meaning of the word.

VOCABULARY QUIZ

1.	common	A) regular, usual B) care, thought C) alarming, severe, dangerous
2.	suicide	A) killing one's self B) hard, strong C) the act of getting ready
3.	consolation	A) willpower, strength, courage B) comfort, sympathy, relief C) feeling "down"
4.	successful	A) failed, losing, useless B) perfect, complete C) regular, usual
5.	symptoms	A) normal, matter-of-fact B) guide, master, manage C) signs, warnings
6.	shock	A) killing one's self B) act of turning down C) a state of being "down"
7.	caution	A) having to do with the mind or brain B) comfort, sympathy, relief C) care, thought
8.	probably	A) perfect, complete B) depressed, feeling "down," cool C) likely, seemingly
9.	discouraged	A) regular, usual B) depressed, feeling "down" C) normal, matter-of-fact
10.	determination	A) feeling "down," feeling the "blues," a feeling of hopelessness B) willpower, strength, courage C) having to do with the mind or brain
11.	violent	A) hard, strong B) failed, losing, useless C) comfort, sympathy, relief
12.	rejection	A) act of turning down, not taking B) likely, seemingly C) normal, matter-of-fact

13.	control	A) perfect, complete B) to guide, to master, to manage C) a state of being "down"
14.	serious	A) the act of getting ready B) dangerous, alarming, severe C) failed, losing, useless
15.	mental	A) willpower, strength, courage B) to destroy, to wreck, to defeat C) having to do with the mind or brain
16.	preparation	A) normal, matter-of-fact B) the act of getting ready C) perfect, complete
17.	ruin	A) to destroy, to wreck, to defeat B) act of turning down, not taking C) failed, losing, useless
18.	unsuccessful	A) perfect, complete B) failed, losing, useless C) likely, seemingly
19.	natural	A) a state of being "down" B) care, thought C) normal, matter-of-fact
20.	depression	A) comfort, sympathy, relief B) feeling "down," feeling the "blues," a feeling of hopelessness C) killing one's self

PERFORMANCE CHECK: When the quiz has been finished, hand to the teacher to be graded.

UNIT G: REJECTION SHOCK

MODULE 30: THOSE LOW-DOWN-GOTTA-GET-BETTER-TO-DIE BLUES

LESSON 1: READING THE OBJECTIVE, RATIONALE AND STUDENT ACTION FOR MODULE 30

STUDENT DIRECTION: Read the following Objective, Rationale and Student Action for Module 30.

OBJECTIVE: You will learn to see the dangers of being discouraged when you have trouble getting a job.

RATIONALE: If you have been on a job hunt, you probably had times when you felt bad because you could not find a job. It is only natural to feel a little depressed. The harder you tried to get a job, the unhappier you became when a job could not be found.

Unless you can understand these feelings called Rejection Shock, they will ruin any chance of getting a job and may harm you mentally.

STUDENT ACTION:
Lesson 1 - Reading the Objective, Rationale and Student Action for Module 30
Lesson 2 - Learning about Rejection Shock

STUDENT DIRECTION: Go to Module 30, Lesson 2.

UNIT G: REJECTION SHOCK (1 of 2)

MODULE 30: THOSE LOW-DOWN-GOTTA-GET-BETTER-TO-DIE BLUES

LESSON 2: LEARNING ABOUT REJECTION SHOCK

COMPETENCY: You will learn the cause and symptoms of Rejection Shock.

SUPPLIES: Paper, pen/pencil

STUDENT ACTION:

1. DO NOT WRITE ON THESE PAGES.
2. On a separate sheet of paper, write your name, Unit G, Module 30, Lesson 2.
3. Read and study this lesson.
4. On your paper, write out and answer the ten (10) questions in the reading.

THOSE LOW-DOWN-GOTTA-GET-BETTER-TO-DIE BLUES

As a job hunter, you need to know about a common problem for people who look for a job. This problem is sometimes called those low-down-gotta-get-better-to-die blues. It is more commonly called Rejection Shock.

(1. What is a common problem for people who look for a job?)

What is it? When does it happen? Here are the answers.

Rejection Shock -

rejection - from the verb reject meaning not taking, not choosing, not letting in

- means the same as turn down, snub, throw out, get rid of, refuse

shock - a violent shake or jar, a state of deep depression

- means the same as jolt, crack up, daze, wreck

(2. List 3 meanings of the verb, reject.)
(3. List 3 things that mean the same as rejection.)

In other words, it means being depressed or way "down" because no one will hire you.

In his book, What Color Is Your Parachute?, Richard Bolles said something like this about Rejection Shock. He said that it happens when a person sets out to look for a job, follows all of the rules but finds out nothing works. The person cannot find a job. After a while, the person goes into shock.

(4. In his book, What Color Is Your Parachute?, when did Richard Bolles say Rejection Shock happens?)
(5. What happens after a while?)

People with Rejection Shock do not feel good about themselves and feel that there is something wrong with them. They feel that since no one will hire them they must be rotten and no good. This causes them to feel that they will never be able to get a job and causes them to be more depressed.

(6. How do people with Rejection Shock feel about themselves?)
(7. What does feeling this way cause?)

This deep depression can cause them to have problems getting along with other people. Rejection Shock can also make people very lonely, upset and not want to be around anyone else. In very serious cases, these symptoms can lead to robbery, murder or suicide.

(8. What can this deep depression cause?)
(9. What can Rejection Shock also make people?)
(10. To what can very serious cases lead?)

PERFORMANCE CHECK: When the 10 questions have been written out and answered, hand to the teacher to be graded.

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UNIT G: REJECTION SHOCK

MODULE 31: WHAT TO DO UNTIL THE JOB COMES

LESSON 1: READING THE OBJECTIVE, RATIONALE AND STUDENT ACTION FOR MODULE 31

STUDENT DIRECTION: Read the following Objective, Rationale and Student Action for Module 31.

OBJECTIVE: You will learn how to handle the Rejection Shock you may feel when you unsuccessfully try to get a job.

RATIONALE: If you have been on a job hunt, you probably had times when you felt bad because you could not find a job. It is only natural to feel a little depressed. The harder you tried to get a job, the unhappier you became when a job could not be found.

Unless you learn to control these feelings called Rejection Shock, they will ruin any chance of getting a job and may harm you mentally.

STUDENT ACTION:
Lesson 1 - Reading the Objective, Rationale and Student Action for Module 31
Lesson 2 - Learning How to Control Rejection Shock

STUDENT DIRECTION: Go to Module 31, Lesson 2.

UNIT G: REJECTION SHOCK (1 of 2)

MODULE 31: WHAT TO DO UNTIL THE JOB COMES

LESSON 2: LEARNING HOW TO CONTROL REJECTION SHOCK

COMPETENCY: You will learn how to control Rejection Shock.

SUPPLIES: Paper, pen/pencil

STUDENT ACTION:

1. DO NOT WRITE ON THESE PAGES.
2. On a separate sheet of paper, write your name, Unit G, Module 31, Lesson 2.
3. Read and study this lesson.
4. On your paper, write out and answer the fourteen (14) questions in the reading.

WHAT TO DO UNTIL THE JOB COMES

Rejection Shock sounds like the "pits," doesn't it? Well, it is! It has happened in the past; it is happening now; and it will happen in the future. Worst of all if you are not ready for it, it could happen to you.

(1. Could Rejection Shock happen to you?)

Because almost everybody has looked for or will look for a job, many people have been and will be rejected. How people handle being turned down for a job depends on how they handle their feelings.

(2. How people handle being turned down for a job depends on what?)

CPR is one way to handle a medical emergency. PCCD is one way to handle a Rejection Shock emergency. What is PCCD? PCCD stands for Preparation, Caution, Consolation and Determination.

(3. What is one way to handle Rejection Shock?)
(4. What is PCCD?)

PREPARATION - Be ready to handle the problems you will run into on a job hunt. Before you start looking for a job, think of as many problems as you can that you may have to face. By doing this, you can also think of ways to handle these problems.

(5. Before you start looking for a job, what should you do?)
(6. Think of 3 problems that you may have to face on a job hunt.)
(7. How could you handle each of these problems?)

If you run into a problem on the job search that you cannot handle, have someone in mind whom you could go to for help.

(8. If you run into a problem, whom could you go to for help?)

CAUTION - Be careful that you do not run into your job search thinking that you are going to get a job right away. You should know that not every job is right for you and not every boss is right for you. It may take you awhile to find that right job and that right boss. The hardest job you may ever have is finding the right job.

(9. What should you know?)
(10. What may be your hardest job?)

CONSOLATION - When you start feeling "down" because you cannot find a job, make yourself feel better. Comfort yourself! Do this by telling yourself that there is nothing wrong with you. Tell yourself that you know you can be a good worker for some employer. Tell yourself that it just may take a little time to find that employer.

(11. What 3 things can you tell yourself when you start feeling "down"?)

DETERMINATION - Make up your mind to the fact that you are not going to quit looking for that job! If you get depressed and quit looking for a job, you will get more depressed because you won't get a job. No employer has ever just started calling numbers in a telephone book asking if anyone wants a job. You have to go out and let the world know that you want a job. You cannot do that by sitting at home feeling sorry for yourself! DON'T QUIT LOOKING - your job is out there somewhere!

(12. To what should you make up your mind?)
(13. What will happen if you get depressed and quit looking for a job?)
(14. Why should you not quit looking?)

PERFORMANCE CHECK: When the 14 questions have been written out and answered, hand to the teacher to be graded.

UNIT H: YOU'RE HIRED (1 of 2)

MODULE 32: INTRODUCTION

LESSON 1: READING THE OBJECTIVES, RATIONALE AND STUDENT ACTION FOR UNIT H

STUDENT DIRECTION: Read the following Objectives, Rationale and Student Action for Unit H.

OBJECTIVES: You will learn about some of the many things which happen that lead to getting a job and about many of the things that will be needed after you have been hired.

RATIONALE: Getting a job is not an everyday happening for a person. Even so, there are some things that you need to think about and other things that you need to do.

STUDENT ACTION: MODULE 32: INTRODUCTION

Lesson 1 - Reading the Objective, Rationale and Student Action for Unit H
Lesson 2 - Learning the Vocabulary for Unit H
Lesson 3 - Taking a Vocabulary Quiz

MODULE 33: FORMS TO BE FILLED OUT

Lesson 1 - Reading the Objective, Rationale and Student Action for Module 33
Lesson 2 - Learning about Important Forms
Lesson 3 - Learning about Social Security
Lesson 4 - Writing the Information for a Social Security Card
Lesson 5 - Filling Out an Application for a Social Security Card
Lesson 6 - Getting Information from Your Birth Certificate
Lesson 7 - Getting Information From Your Driver's License
Lesson 8 - Learning About Federal Income Tax
Lesson 9 - Filling Out an Employee's Withholding Exemption Certificate
Lesson 10 - Filling Out a Group Insurance Enrollment Card

MODULE 34: UNIONS AND CONTRACTS

Lesson 1 - Reading the Objective, Rationale and Student Action for Module 34
Lesson 2 - Learning About Unions, Professional Groups and Contracts

MODULE 35: EMPLOYEE BENEFITS

Lesson 1 - Reading the Objective, Rationale and Student Action for Module 35
Lesson 2 - Learning About Employee Benefits
Lesson 3 - Learning More About Fringe Benefits

MODULE 36: JOB DESCRIPTIONS

Lesson 1 - Reading the Objective, Rationale and Student Action for Module 36
Lesson 2 - Learning About Job Descriptions
Lesson 3 - Learning About Things to Think About in Choosing a Job

STUDENT DIRECTION: Go to Module 32, Lesson 2.

UNIT H: YOU'RE HIRED (1 of 2)

MODULE 32: INTRODUCTION

LESSON 2: LEARNING THE VOCABULARY FOR UNIT H

COMPETENCY: You will learn the vocabulary words to better understand the material in Unit H.

SUPPLIES: Pen/pencil, word search

STUDENT ACTION:

1. DO NOT WRITE ON THESE PAGES.
2. Get a word search for Unit H from the teacher.
3. Circle each of the vocabulary words in the word search.
4. Read and study the vocabulary words and meanings.
5. When you feel that you know the meanings of the vocabulary words, go to the Module 32, Lesson 3 - Vocabulary Quiz.

VOCABULARY WORDS AND MEANINGS

1. accurate - correct, right
2. provisions - requirements, things that are needed
3. eligible - able to be chosen
4. survivors - people who are still alive
5. contributing - giving
6. facilities - things built to serve a purpose
7. benefits - extra money or extra services
8. fringe - extra, outside
9. disability - handicap
10. withhold - to hold back
11. policy - a list of rules or a plan
12. deposit - put in
13. retirement - the act of quitting work because of age or number of years worked
14. contributions - payments or gifts
15. contract - legal agreement
16. obligations - things a person must do
17. professional - expert

18. decision - a choice a person makes
19. protection - safety
20. account - a report
21. income - earned money
22. retire - to quit working
23. dependents - people taken care of by others
24. salary - the money a person earns on a job
25. enrollment - a list of people in a group

STUDENT DIRECTION: Go to Module 32, Lesson 3.

UNIT H, MODULE 32, LESSON 2 WORD SEARCH   NAME____________________

REGISTER
DEDUCTED
DEPOSITED
CONTRIBUTING
SURVIVORS
DISABILITY
BENEFITS
DISCRIMINATION
RETIREMENT
WITHHOLD
CONTRIBUTIONS
NECESSARY
ACCURATE
PROVISIONS
CONTRACT
OBLIGATIONS
MINIMAL
POLICY
COMPENSATION
AVAILABLE
AMENDMENTS
MAXIMUM
EXTENDED
FACILITIES
ELIGIBLE

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O M C A A M E F T W S N I T N F
B I O V M A X A E R A T O I O B
L N M A E X T C R I A E R B S B
I I P I N I E I Q N B E T O L M
G M E L D M N L T U H E R H R C
A A N A M U D I T R E M O N E L
T L S B E M E T U O M O I O S P
I P A L N T D I N N D E S S T E
O O T E T B O E S O R T O T N O
N L I T S T E S A U O S T A I N
S I O D I A H A I A F G I K O Q
E C N A N S R A N S N F T E S D
N Y S R F O T T O L E S E H T K
T U U G R T R H I I A N F R E H
D V O N O O U B T N G O S T R J
A G E I L Y W X A T E I O U S A
Y Z D T S T W S N N O T Y F N I
R D E U R I S E I E D U R E O T
E E T B O L T L M M L B A T I C
T T I I V I I B I E O I S A S A
S C S R I B F I R R H R S R I R
I U O T V A E G C I H T E U V T
G D P N R S N I S T T N C C O N
E E E O U I E L I E I O E C R O
R D D C S D B E D R W C N A P C
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UNIT H:	YOU'RE HIRED	(1 of 2)
MODULE 32:	INTRODUCTION	
LESSON 3:	TAKING A VOCABULARY QUIZ	
COMPETENCY:	You will show that you understand the vocabulary words in Unit H.	
SUPPLIES:	Pen/pencil, paper	
STUDENT ACTION:	1. DO NOT WRITE ON THESE PAGES. 2. On a separate sheet of paper, write your name, Unit H, Module 32, Lesson 3. 3. Number your paper, 1 to 25. 4. Next to the number, put the correct letter (a,b or c) that tells what the words mean. 5. If you have any questions, ask your teacher.	

VOCABULARY QUIZ

1. withhold - a) able to be chosen b) to hold back c) to quit working

2. protection - a) safety b) expert c) handicap

3. salary - a) legal agreement b) the money a person earns on a job c) extra, outside

4. survivors - a) a list of rules or a plan b) people who are still alive c) payments or gifts

5. account - a) a report b) legal agreement c) giving

6. fringe - a) extra, outside b) a list of people who are insured c) requirements, things that are needed

7. retire - a) things built to serve a purpose b) to quit working c) to hold back

8. contract - a) a legal agreement b) deposit c) the money a person earns on a job

9. enrollment - a) payments or gifts b) correct, right c) a list of people in a group

10. eligible - a) people taken care of by others b) able to be chosen c) safety

11. provisions - a) requirements, things that are needed b) people who are still alive c) things a person must do

12. accurate - a) to quit working b) legal agreement c) correct, right

13. deposit - a) to put in b) to hold back c) to quit working

14. retirement - a) the money a person earns on a job b) the act of quitting work because of age or number of years worked c) things built to serve a purpose

15. policy - a) a list of rules or a plan b) safety c) payments or gifts

16. disability - a) giving b) extra money or extra services c) handicap

17. dependents - a) people taken care of by others b) people who are still alive c) things a person must do

18. decision - a) a handicap b) able to be chosen c) a choice a person makes

19. contributing - a) giving b) to quit working c) expert

20. benefits - a) a list of rules or a plan b) legal agreement c) extra money or extra services

21. facilities - a) things built to serve a purpose b) requirements, things that are needed c) puts in

22. income - a) things a person must do b) earned money c) a list of people in a group

23. obligations - a) things a person must do b) able to be chosen c) extra money or services

24. contributions - a) payments or gifts b) requirements, things that are needed c) extras

25. professional - a) expert b) people taken care of by others c) handicap

PERFORMANCE CHECK: When the test has been finished, hand to the teacher to be graded.

UNIT H: YOU'RE HIRED

MODULE 33: FORMS TO BE FILLED OUT

LESSON 1: READING THE OBJECTIVE, RATIONALE AND STUDENT ACTION FOR MODULE 33

STUDENT DIRECTION: Read the Objective, Rationale and Student Action for Module 33.

OBJECTIVE: You will learn how to fill out the forms needed to get a job.

RATIONALE: Getting a job is not an everyday happening for a person. Even so, there are some things that you need to think about and other things you need to do.

In this Module, you will learn about the forms that will have to be filled out when you are hired for a job. By learning about these forms now, you will have fewer problems when you get a job.

STUDENT ACTION: MODULE 33: FORMS TO BE FILLED OUT

Lesson 1 - Reading the Objective, Rationale and Student Action for Module 33
Lesson 2 - Learning About Important Forms
Lesson 3 - Learning About Social Security
Lesson 4 - Writing the Information for a Social Security Card
Lesson 5 - Filling Out an Application for a Social Security Card
Lesson 6 - Getting Information from your Birth Certificate
Lesson 7 - Getting Information from your Driver's License
Lesson 8 - Learning About Federal Income Tax
Lesson 9 - Filling Out an Employee's Withholding Exemtpion Certificate
Lesson 10 - Filling Out a Group Insurance Enrollment Card

STUDENT DIRECTION: Go to Module 33, Lesson 2.

UNIT H: YOU'RE HIRED (1 of 2)

MODULE 33: FORMS TO BE FILLED OUT

LESSON 2: LEARNING ABOUT IMPORTANT FORMS

COMPETENCY: You will learn about some of the forms that you may need to fill out when you get a job.

SUPPLIES: Paper, pen/pencil

STUDENT ACTION:
1. DO NOT WRITE ON THESE PAGES.
2. On a separate sheet of paper, write your name, Unit H, Module 33, Lesson 2.
3. Read and study this lesson.
4. On your paper, write out and answer the fifteen (15) questions in the reading.
5. If you need help, ask your teacher.

FORMS TO BE FILLED OUT

SOCIAL SECURITY

Since for most jobs you need to have a Social Security number, you should register with the Social Security office even before you begin your job hunt. If you do not have a Social Security card, ask your teacher how you can get one.

(1. What should you do before you begin your job hunt?)
(2. If you do not have a Social Security card, what should you do?)
(3. Do you have a Social Security card? If so, what is your Social Security number?)

Your employer will need to have your Social Security number so that a small part of your pay can be deducted from your paycheck and put into your Social Security account. Your employer will put the same amount of money into your Social Security account. This means for every dollar you put into Social Security, your employer puts in a dollar, too. When you have put $200 into your account, there is $400 in your account because your employer put in $200, also.

(4. Why will your employer need to have your Social Security number?)
(5. Who puts a dollar into your Social Security account for every dollar you put in?)
(6. When you put $500 into your account, how much will you have in your account?)

The amount of Social Security retirement, hospital insurance, survivors' benefits and disability benefits paid to you or your family depends on how much money has been put into your account. The money will be there when you or your family becomes eligible to get it.

(7. How much you or your family is paid by Social Security depends on what?)

The Social Security number is playing a growing role in many other parts of living, too. It is often needed for bank accounts, charge accounts, insurance, driver's license and other things.

(8. Name 3 other things for which a Social Security number may be needed.)

EMPLOYEE'S WITHHOLDING ALLOWANCE CERTIFICATE

Your employer must withhold (hold back) some of the money you make and give it to the federal and state governments for taxes. When you are hired, you will have to fill out a Form W-4 (Employee's Withholding Allowance Certificate) for your employer's records.

(9. What must your employer do?)
(10. When you are hired, what will you have to fill out?)

At the end of each year, you will get a Form W-2 (Wage and Tax Statement) from your employer. Form W-2 is a record of the money that you were paid. It also shows how much federal and state income tax and Social Security contributions were taken from your pay.

(11. What will you get from your employer at the end of each year?)
(12. What 4 things does the Form W-2 show?)

INSURANCE FORMS

If your employer pays for insurance for workers, you will have to fill out a form on your medical history. You will also have to fill out an insurance application form. These forms show the health history of you and your family and enroll you in the insurance program, so it is very important that you fill them out carefully.

(13. If your employer pays for insurance for the workers, what 2 forms will you have to fill out?)
(14. What does the medical history form show?)
(15. The insurance application form does what for you?)

PERFORMANCE CHECK: When the 15 questions have been written out and answered, hand to teacher to be graded.

UNIT H: YOU'RE HIRED (1 of 5)

MODULE 33: FORMS TO BE COMPLETED

LESSON 3: LEARNING ABOUT SOCIAL SECURITY

COMPETENCY: You will learn why you need a Social Security card.

SUPPLIES: Paper, pen/pencil

STUDENT ACTION:

1. DO NOT WRITE ON THESE PAGES.
2. On a separate sheet of paper, write your name, Unit H, Module 33, Lesson 3.
3. Read and study this lesson.
4. On your paper write out and answer the twenty (20) questions in the reading.
5. If you need help, ask your teacher.

YOUR SOCIAL SECURITY

Social Security is our nation's way of giving you and your family an income when your money stops or is lowered because you retire, become disabled or die.

(1. What is Social Security?)

Social Security is not set up to take the place of the money you made when you were working. You should try to add to the Social Security money you get with savings, pensions, investments or other insurance because you will not get as much money from Social Security as you earned when you were working.

(2. Why should you try to add to the Social Security money you get?)

- Nine out of ten workers in our country are under Social Security.
- Around 1 out of every 6 people in our country gets a monthly Social Security check.
- Over 24,000,000 (million) people 65 years old and older, have health insurance under Social Security (Medicare).
- Another 3,000,000 (million) disabled people under 65 years of age also have Medicare.

SERVING YOU AND YOUR FAMILY

Before you or your family can get any Social Security checks, you must apply or sign up for them.

(3. What must you do to get Social Security checks?)

Get in touch with the Social Security office if:

1. You cannot work because of an illness or injury that will last one year or longer.
2. You are 62 or older and plan to retire.
3. You are going to be 65 within 3 months.
4. Someone in your family dies.
5. You, your wife or husband, or your children have kidney failure.

(4. List 5 reasons that you should get in touch with the Social Security office.)

It is important for you to call, visit or write the Social Security office before you are 65 years old. You not only need to find out about retirement but also Medicare which you can get even if you do not retire at 65. You may find it easier to do your business by telephone. Look in your telephone book under "Social Security Administration" for the number and address of the nearest office.

(5. What is the phone number and address of the Social Security office nearest you?)

YOUR SOCIAL SECURITY CARD

You need a Social Security number if your job is under Social Security or if you have certain kinds of taxable income. Your Social Security number is also used for Federal Income Tax reasons.

(6. For what 2 reasons will you need a Social Security number?)

You should apply for your card at least 2 weeks before you will need it. You will have to prove your age, who you are and that you are a U.S. citizen.

(7. What 3 things will you need to prove to get a Social Security card?)

The number on your card is used to keep a record of how much money you make. You need just one Social Security number during your life. Let the Social Security office know if you ever get more than one Social Security number.

(8. What is the number on your card used for?)

If you lose your Social Security card, go to the Social Security office and apply for a copy of the card you lost. You should also go to the office if you change your name. By doing this, you can get another card showing your new name. You must be able to prove who you are to get a copy of your card or to get your name changed on your card.

(9. What should you do if you lose your card?)

Your employer has to show you how much Social Security taxes are taken from your pay. This is done at the end of each year on Form W-2. It is a good idea to check your record every 3 years to make sure that your money is being put on your record. You can get a free postcard to do this from the Social Security office.

(10. Why should you check your record every 3 years?)

WHEN YOU APPLY FOR SOCIAL SECURITY BENEFITS

When you apply for Social Security benefits you should take with you:

- Your Social Security card or a record of your number
- Proof of your age: a birth certificate or a baptismal certificate if you have one
- Your marriage license if you are applying for wife's, widow's or widower's benefits
- Your children's birth certificates if you are applying for them
- Your Form W-2 for the last 2 years or a copy of your last 2 Federal Income Tax returns if you are self-employed

If you are applying for disability benefits, you will need the names, addresses and telephone numbers of doctors, hospitals or clinics that have treated you for your disability.

(11. What will you need if you are applying for disability benefits?)

WHO GETS CHECKS?

Monthly Social Security checks may go to workers and/or their dependents when the workers retire, become severely disabled or die. Medicare, which helps pay the cost of health care, is given to people who are 65 or older or disabled.

(12. For what 3 reasons may Social Security checks go to the workers and/or their dependents?)

Monthly Social Security benefits are:

* Retirement checks - When you retire, you can start getting retirement checks as early as 62 years old.

* Disability checks - A worker who becomes disabled before 65 can get disability checks.

* Survivor's checks - If a worker dies, survivor's checks can go to some members of the worker's family. A lump sum of money also can be paid to the family. It is usually $255. This will only be paid if the worker had a husband or wife or child.

*Monthly Social Security checks are also paid to certain dependents of a worker who has retired, become disabled or died.

(13. When you retire, at what age can you start getting retirement checks?)
(14. What can a worker who becomes disabled get?)

MEDICARE

The two parts of Medicare - hospital insurance and medical insurance - help protect people 65 and over from the high cost of health care. Disabled people under 65 who have received Social Security benefits for 24 or more months can also get medicare. Insured workers and their dependents who need dialysis treatment or a kidney transplant also have Medicare protection.

(15. What are the two parts of Medicare?)

The hospital insurance part of Medicare helps pay the cost of a person in the hospital. The medical insurance part helps pay the cost of doctors' services and other things.

(16. What does the hospital insurance help pay?)
(17. What does the medical insurance help pay?)

MONTHLY CASH BENEFITS

Before you or your family can get monthly cash benefits, you must have worked a certain amount of time paying into Social Security. The amount of time depends on how old you are.

(18. What must you have done before you can get monthly cash benefits?)
(19. What does the amount of time depend on?)

If you stop working on jobs that are under Social Security before you have worked long enough, you cannot get any benefits. But the credit you have already earned will stay on your record. You will add to it if you again start working on a job covered by Social Security.

(20. If you stop working on jobs that are under Social Security before you have worked long enough, what will happen?)

If you are ever working on a job and Social Security (FICA) is not taken out, call the Social Security office to see if you should be paying into Social Security.

PERFORMANCE CHECK: When the 20 questions have been written out and answered, hand to the teacher to be graded.

UNIT H:	YOU'RE HIRED	(1 of 2)
MODULE 33:	FORMS TO BE COMPLETED	
LESSON 4:	WRITING THE INFORMATION FOR A SOCIAL SECURITY CARD	
COMPETENCY:	You will fill out all of the information you need to put on an application card.	
SUPPLIES:	Paper, pen/pencil	
STUDENT ACTION:	1. DO NOT WRITE ON THESE PAGES. 2. On a separate sheet of paper, write your name, Unit H, Module 33, Lesson 4. 3. On your paper, write out and answer the twenty (20) questions in the reading. 4. If you need help, ask your teacher.	

APPLYING FOR A SOCIAL SECURITY CARD

When you apply for a Social Security card, you must take at least two forms to prove who you are. One of the forms must be either your birth certificate or a religious record of birth or baptism. The other form can be one of the following:

*insurance policy
*driver's license
*school ID card
*vaccination certificate
*School record or report card
*welfare ID card
*voter's registration card
*adoption record

(1. What two forms would you take to prove who you are?)

You will need to answer the following questions about yourself when you apply for a Social Security card. The information is needed so that a number can be given to you. If you lie on the application, you can be fined or put in jail or both.

(2. What can happen if you lie on the application?)

(3 to 20 - Write out and answer the following questions.)

3. What name would you want to be on your Social Security card? (Write it out.)
4. What was your name when you were born?
5. Do you use any other names? If so, what?
6. What is your address (number, street, city, state, zip code)?
7. Are you a U.S. citizen?
8. What is your sex (male or female)?
9. What is your race?
10. What is your date of birth?
11. How old are you?
12. Where were you born (city, state)?
13. What was your mother's name when she was born?

14. What is your father's name? (If your father's last name is different from your name at birth, please write "step-father" or "adopting father" after your father's name.)
15. Have you ever applied for a Social Security card?
16. If you have, when did you apply?
17. Have you ever been given a Social Security number?
18. What number were you given?
19. What name was on the card?
20. What is today's date?

PERFORMANCE CHECK: When the 20 questions have been written out and answered, hand to the teacher to be graded.

UNIT H: YOU'RE HIRED

MODULE 33: FORMS TO BE COMPLETED

LESSON 5: FILLING OUT AN APPLICATION FOR A SOCIAL SECURITY CARD

COMPETENCY: You will correctly fill out an application for a Social Security card.

SUPPLIES: Dark blue or black pen, application form

STUDENT ACTION:

1. DO NOT WRITE ON THIS PAGE.
2. Get an application for a Social Security Number Card from your teacher.
3. On the top of the application, write Unit H, Module 33, Lesson 5.
4. Using the directions and your answers to Module 33, Lesson 4, correctly fill out the application.
5. If you need help, ask your teacher.

PERFORMANCE CHECK: When you have correctly filled out the application, hand it to the teacher to be graded.

UNIT H:	YOU'RE HIRED
MODULE 33:	FORMS TO BE COMPLETED
LESSON 6:	GETTING INFORMATION FROM YOUR BIRTH CERTIFICATE
COMPETENCY:	You will be able to get information from your birth certificate.
SUPPLIES:	Paper, pen/pencil, a copy of your birth certificate

STUDENT ACTION:

1. DO NOT WRITE ON THIS PAGE.
2. On a separate sheet of paper, write your name, Unit H, Module 33, Lesson 6.
3. On your paper, write out and answer the following ten (10) questions about information on your birth certificate.
4. If you cannot get a copy of your birth certificate, tell your teacher.
5. If you need help, ask your teacher.

QUESTIONS

1. In what county were you born?
2. In what city were you born?
3. In what state were you born?
4. What is the Primary Registration District Number on your birth certificate?
5. In what hospital were you born?
6. What is your date of birth?
7. What is your full name?
8. At what time were you born?
9. Who was your doctor?
10. Who was the registrar?

PERFORMANCE CHECK: When the ten questions have been written out and answered, hand to the teacher to be graded.

UNIT H: YOU'RE HIRED

MODULE 33: FORMS TO BE COMPLETED

LESSON 7: GETTING INFORMATION FROM YOUR DRIVER'S LICENSE

COMPETENCY: You will be able to get information from your driver's license.

SUPPLIES: Paper, pen/pencil, your driver's license

STUDENT ACTION:

1. DO NOT WRITE ON THIS PAGE.
2. On a separate sheet of paper, write your name, Unit H, Module 33, Lesson 7.
3. On your paper, write out and answer the twelve (12) questions below.
4. If you do not have a driver's license, tell your teacher.
5. If you need help, ask your teacher.

QUESTIONS:

1. Date Issued? __________ __________ __________
2. Class? __________
3. Restriction? __________
4. Expiration Date? ______ __________ __________
5. Birth Date? ______ ______ ______
6. Sex? __________
7. Height? __________
8. Weight? __________
9. Hair? __________
10. Eyes? __________
11. License Number? ____________________
12. Social Security Number? ____________________

PERFORMANCE CHECK: When the 12 questions have been written out and answered, hand to the teacher to be graded.

UNIT H: YOU'RE HIRED (1 of 2)

MODULE 33: FORMS TO BE COMPLETED

LESSON 8: LEARNING ABOUT FEDERAL INCOME TAX

COMPETENCY: You will learn about Federal Income tax.

SUPPLIES: Paper, pen/pencil

STUDENT ACTION:

1. DO NOT WRITE ON THESE PAGES.
2. On a separate sheet of paper, write your name, Unit H, Module 33, Lesson 8.
3. Read and study this lesson.
4. On your paper, write out and answer the ten (10) questions in the reading.
5. If you need help, ask your teacher.

FEDERAL INCOME TAX

When you work for a company or employer, you will be paid for the work you do. When you become a better worker, you will get more money through raises or bonuses. You can also get more money by changing jobs in the company to a job that pays more money.

(1. Name three ways you can get more money working for a company.)

When you get a paycheck, you will see that you have not been given all of the money that you have earned. Part of your money will probably be taken out for Social Security. Part of your money will be taken out for withholding tax. Withholding tax is another name for Federal Income tax. You may also have to pay state taxes.

(2. When you get a paycheck, why will you not get all of the money that you have earned?)

(3. What is another name for Federal Income tax?)

The amount of Federal Income tax that you pay is based on how much money you earn. The amount is also based on the number of people (dependents) who count on you for food, shelter and clothing. To see how much money should be taken from your pay, the employer has you fill out an Employee's Withholding Exemption Certificate. On this certificate, you will mark the number of dependents that you have. If you are not married, your number of dependents is probably one.

(4. On what is the amount of federal income tax your pay based?)

(5. What does the employer do to see how much money should be taken from your pay?)

(6. What do you mark on an Employee's Withholding Certificate?)

If you make more than $600.00 in a year, you must send in or file a Federal Income Tax return. It must be sent in by midnight, April 15th of the next year. If you made less than $600.00, you do not have to file a return, but you would be silly. The only way you can get an Income Tax refund (money back) is by sending in an Income Tax return.

(7. What must you do if you made more than $600.00 in a year?)
(8. By when must a federal income tax return be sent in?)
(9. What is the only way that you can get an income tax refund?)

The Federal Government collects income taxes from every United States citizen who is working. The income tax money is used to run the governament and to help people who cannot help themselves.

(10. What is income tax money used for?)

PERFORMANCE CHECK: When the ten questions have been written out and answered, hand to the teacher to be graded.

UNIT H: YOU'RE HIRED

MODULE 33: FORMS TO BE COMPLETED

LESSON 9: FILLING OUT AN EMPLOYEE'S WITHHOLDING EXEMPTION CERTIFICATE

COMPETENCY: You will correctly fill out an Employee's Withholding Exemption Certificate.

SUPPLIES: Pen, Employee's Withholding Exemption Certificate

STUDENT ACTION:

1. DO NOT WRITE ON THIS PAGE.
2. Get an Employee's Withholding Exemption Certificate from your teacher.
3. In the top right hand corner of the certificate, write Unit H, Module 33, Lesson 9.
4. Read and study the certificate.
5. Fill out the certificate by following the directions on the certificate.
6. If you need help, ask your teacher.

STUDENT DIRECTION: When the certificate has been filled out, hand to the teacher to be graded.

UNIT H: YOU'RE HIRED

MODULE 33: FORMS TO BE COMPLETED

LESSON 10: FILLING OUT A GROUP INSURANCE ENROLLMENT CARD

COMPETENCY: You will correctly fill out a group insurance enrollment card.

SUPPLIES: Pen, insurance card

STUDENT DIRECTION:

1. DO NOT WRITE ON THIS PAGE.
2. Read the information below.
3. Get an insurance enrollment card from your teacher.
4. In the right hand corner of the card, write Unit H, Module 33, Lesson 10.
5. Fill out the card.
6. If you need help, ask your teacher.

Many companies offer their workers a chance to enroll (join) in group life and/or group medical insurance. You may get a job at a place that offers this insurance. If you do, you will have to fill out an enrollment card to get the insurance.

PERFORMANCE CHECK: When the enrollment card has been filled out, hand to the teacher to be graded.

UNIT H: YOU'RE HIRED

MODULE 34: UNIONS AND CONTRACTS

LESSON 1: READING THE OBJECTIVE, RATIONALE AND STUDENT ACTION FOR MODULE 34

STUDENT DIRECTION: Read the following Objective, Rationale and Student Action for Module 34.

OBJECTIVE: You will learn about unions and professional groups and the rules under which you may be hired for a job.

RATIONALE: Getting a job is not an everyday happening for a person. Even so, there are some things that you need to think about and other things you need to do.

In this module, you will learn about unions and contracts so that when you get a job you will know what needs to be done.

STUDENT ACTION: MODULE 34:

Lesson 1 - Reading the Objective, Rationale and Student Action for Module 34
Lesson 2 - Learning About Unions, Professional Groups and Contracts

UNIT H: YOU'RE HIRED (1 of 2)

MODULE 34: UNIONS AND CONTRACTS

LESSON 2: LEARNING ABOUT UNIONS, PROFESSIONAL GROUPS AND CONTRACTS

COMPETENCY: You will learn about the role of unions and professional groups and the rules under which you may be hired.

SUPPLIES: Paper, pen/pencil

STUDENT ACTION:

1. DO NOT WRITE ON THESE PAGES.
2. On a separate sheet of paper, write your name, Unit H, Module 34, Lesson 2.
3. Read and study this lesson.
4. On your paper, write out and answer the ten (10) questions in the reading.
5. If you need help, ask the teacher.

LABOR UNIONS AND PROFESSIONAL GROUPS

Only a few years ago, unions and professional groups were very different. Unions were mostly made up from craftpersons and laborers. People in professional groups were mostly college graduates working in a special type of work.

(1. From what type of people were unions made up?)
(2. What were the people in professional groups?)

Now, the roles of both unions and professional groups have changed and seem to be joining together. Chances are you will be given a choice to join or not to join a union.

(3. Chances are you will be given what choice?)

Before making that choice, you should try to answer these questions:

* Do I have to join to get the job?
* How will the union help me?
* How does it work?
* Will I be able to do anything to help run the union?
* Does the union help the company?

(4. Before making a choice about joining a union or not, what 5 questions should you try to get answered?)

The choice should not be taken lightly since it may decide your job with the company. You must check not only how the union helps you but also what the company expects of you.

(5. What 2 things must you check?)

CONTRACTS

Even if you do not sign a written contract when you get a job, you have set up a contract between you and your employer. In the contract, you say that you will do certain things in return for a certain amount of money and benefits. Sometimes, it is put in the form of a written contract so that there is no chance of a mistake on your part or your employer's part. Often a written contract is set up if the employer plans to put in a lot of time training you to do a job.

(6. When you get a job, what have you set up?)
(7. What do you say in the contract?)
(8. Why are contracts sometimes written?)

It is very important that you carefully study any contract before signing it. So that you know what you are getting into, find out the answers to these questions:

* Why is the contract needed?
* How does the contract help the employer?
* How does the contract help me?
* What must I do under the contract?
* What must the employer do?
* What will happen if I do not do what the contract says?
* What will happen if the employer does not do what the contract says?

(9. What 7 questions should you get answered before signing a contract?)

Remember, a contract will be legally binding to you and the employer, so be sure you know what you are doing. If you do not understand something about a contract, make sure you ask before signing it. If you do not like what the contract says, DON'T SIGN IT. It is better to find a job someplace else than to get into trouble legally!

(10. What should you do if you do not understand something about a contract?)

PERFORMANCE CHECK: When the 10 questions have been written out and answered, hand to the teacher to be graded.

UNIT H: YOU'RE HIRED

MODULE 35: EMPLOYEE BENEFITS

LESSON 1: READING THE OBJECTIVE, RATIONALE AND STUDENT ACTION FOR MODULE 35

STUDENT DIRECTION: Read the following Objective, Rationale and Student Action for Module 35.

OBJECTIVE: You will learn how to use more than just salary as a reason for picking a job.

RATIONALE: Getting a job is not an everyday happening for a person. Even so, there are some things that you need to know about. It is important that you know about fringe benefits so that you will not think only of salary when you look for a job.

STUDENT ACTION: MODULE 35:

- Lesson 1 - Reading the Objective, Rationale and Student Action for Module 35
- Lesson 2 - Learning About Employee Benefits
- Lesson 3 - Learning More About Fringe Benefits

STUDENT DIRECTION: Go to Module 35, Lesson 2.

UNIT H: YOU'RE HIRED (1 of 3)

MODULE 35: EMPLOYEE BENEFITS

LESSON 2: LEARNING ABOUT EMPLOYEE BENEFITS

COMPETENCY: You will learn how to use more than just salary to pick a job.

SUPPLIES: Paper, pen/pencil

STUDENT ACTION:

1. DO NOT WRITE ON THESE PAGES.
2. On a separate sheet of paper, write your name, Unit H, Module 35, Lesson 2.
3. Read and study this lesson.
4. On your paper, write out and answer the ten (10) questions in the reading.
5. If you need help, ask your teacher.

EMPLOYEE BENEFITS

Once you have agreed to your half of the contract (what you must do, how well you must do it and under what conditions you must do it), you and your boss should talk about the other half of the contract (what the employer will give you in return for you doing your job.)

(1. What is your half of the contract?)
(2. What is the other half of the contract?)

Just as many employees forget to find out what they have to do on a job before they take the job, many forget to find out anything other than how much money they will make an hour. They do not find out if there are any other benefits. Because of this, some do not take the job because the pay seems too low.

(3. What are two things that many employees forget to find out?)
(4. Why do some people not take a job?)

In looking at the long-range rewards of a job, there are more things to think about than just the hourly pay. Often a low-paying job with good benefits will be worth more over the long run than one that pays more an hour. In fact, benefits are one way for the company to give you more rewards than it could by giving you just a higher hourly pay.

(5. Benefits are a way for a company to do what?)

INSURANCE

Often the company will pay for part or all of a worker's health and medical insurance. By doing this, the company can get more insurance for you than you could get by yourself for the same amount of money. This type of insurance is called group insurance, and it is cheaper because many people are being insured rather than just one or two, so the insurance company can offer it for less money per person.

(6. Why is group insurance cheaper than insurance one person buys?)

VACATION AND DAYS OFF

You should find out if the company gives the workers a vacation. How long a vacation is and whether it is paid or not are very important benefits. You should find out about sick leave, "personal" days and other forms of absences. If you miss work, will you still be paid? Can you take a day off for "personal" reasons and still be paid for that day? If you have to go to school for your job, will you get paid while you go? Does the company offer training programs? Many companies offer company vacation plans and recreation plans at a discount or free.

(7. List 3 things you should find out about.)

CHANCES FOR PROMOTIONS

As a benefit, you may be given regular pay raises and/or may be promised a chance to move to a better job.

OTHER BENEFITS

Many companies offer such things as free coffee, free uniforms, free transportation, lower price for lunches in the cafeteria, free parking and so on. At other places you may have to pay for these things yourself. Many companies also will let you buy things cheaper than the customer's price.

(8. List 3 other benefits you may be given on a job.)

Employers also pay unemployment benefits so that if you are laid off you will still be getting some money each payday. This is called Workmen's Compensation.

(9. Why do companies pay unemployment benefits?)

You should see by now what is meant by benefits. There are many different kinds of benefits, and most companies offer several benefits. Can you see why it is important to find out about all of the benefits that go with a job?

●(10. Why is it important to find out about all of the benefits that go with a job?)

PERFORMANCE CHECK: When the 10 questions have been written out and answered, hand to the teacher to be graded.

UNIT H: YOU'RE HIRED (1 of 3)

MODULE 35: EMPLOYEE BENEFITS

LESSON 3: LEARNING MORE ABOUT FRINGE BENEFITS

COMPETENCY: You will learn more about fringe benefits so that you will know what to look at other than just salary when looking for a job.

SUPPLIES: Paper, pen/pencil

STUDENT ACTION:

1. DO NOT WRITE ON THESE PAGES.
2. On a separate sheet of paper, write your name, Unit H, Module 35, Lesson 3.
3. Read and study this lesson.
4. On your paper, write out and answer the sixteen (16) questions in the reading.
5. If you need help, ask your teacher.

FRINGE BENEFITS

What are fringe benefits? Fringe benefits are extras in addition to salary given to an employee for his regular work. If you still do not know maybe this will help you - "The fringe on a girl's dress; the fringe on a worker's pay. The dress is prettier with the fringe; the worker's pay is better with fringe benefits."

(1. What are fringe benefits?)

Some companies give fringe benefits because unions have bargained for them. Other companies give fringe benefits based on how well a worker does the job.

(2. List 2 reasons fringe benefits are given.)

There are many kinds of fringe benefits. Below is a list of many of them.

CHECKLIST OF FRINGE BENEFITS

The following fringe benefits have to be given to each worker. The law says the employer must give them:

Social Security
Unemployment Compensation
Workmen's Compensation

(3. What 3 fringe benefits have to be given to a worker?)

The following fringe benefits are called "Time Off With Pay" benefits because there are times when you are not working but still get paid.

vacations
holidays
military training
Election Day
jury duty
death or illness in family
rest periods (like coffee breaks)
wash up time

(4. What are "Time Off With Pay" benefits?)
(5. Give 3 examples of "Time Off With Pay" benefits.)

The following are called "Health Plans" benefits. They are benefits given to a worker to help pay for health expenses.

accident and sickness insurance
hospital coverage
surgical coverage
medical coverage
maternity coverage
catastrophe coverage
sick leave

(6. What are "Health Plan" benefits?)
(7. Give 3 examples of "Health Plan" benefits.)

The following are called "Security Plans" benefits. They are benefits given to a worker to give him or her money to live on when he or she is no longer working.

pensions (retirement)
life insurance
supplemental unemployment benefits
severance pay (fired)
savings plans

(8. What are "Security Plans" benefits?)
(9. Give 3 examples of "Security Plans" benefits.)

The following are called "Bonuses" benefits.

profit sharing plans
year-end bonuses
production bonuses

(10. Give 3 examples of "Bonuses" benefits.)

The following are called "Subsidized Services" benefits. They are benefits which the employer either pays for or helps pay for.

- cafeteria
- safety clothing
- counseling
- child care services
- in-plant first aid
- discounts on consumer items
- parking lot

(11. What are "Subsidized Services" benefits?)
(12. Give 3 examples of "Subsidized Services" benefits.)

The following are "Recreational Programs" benefits. They are benefits given to the employee for fun and relaxation.

- bowling leagues
- golf leagues
- play days
- Christmas parties
- picnics
- exercise gym

(13. What are "Recreational Programs" benefits?)
(14. Give 3 examples of "Recreational Programs" benefits.)

The following are "Premium Pay" benefits. They are benefits given an employee for working at times other than the normal work time.

- overtime premium
- shift premium
- holiday premium
- Saturday, Sunday premium

(15. What are "Premium Pay" benefits?)
(16. Give 3 examples of "Premium Pay" benefits.)

PERFORMANCE CHECK: When the 16 questions have been written out and answered, hand to the teacher to be graded.

UNIT H: YOU'RE HIRED

MODULE 36: JOB DESCRIPTIONS

LESSON 1: READING THE OBJECTIVE, RATIONALE AND STUDENT ACTION FOR MODULE 36

STUDENT DIRECTION: Read the following Objective, Rationale and Student Action for Module 36.

OBJECTIVE: You will learn to look at a job and think about the things that may be important to your happiness and success on the job.

RATIONALE: Getting a job is not an everyday happening for a person. Even so, there are some things that you need to know about. It is important that you are able to see if a job is the type of job that you would like to have.

STUDENT ACTION: MODULE 36:

Lesson 1 - Reading the Objective, Rationale and Student Action for Module 36
Lesson 2 - Learning About Job Descriptions
Lesson 3 - Learning About Things to Think About in Choosing a Job

STUDENT DIRECTION: Go to Module 36, Lesson 2.

UNIT H: YOU'RE HIRED (1 of 2)

MODULE 36: JOB DESCRIPTIONS

LESSON 2: LEARNING ABOUT JOB DESCRIPTIONS

COMPETENCY: You will be able to look at a job and think about the things that may be important to your happiness and success on that job.

SUPPLIES: Paper, pen/pencil

STUDENT ACTION:

1. DO NOT WRITE ON THESE PAGES.
2. On a separate sheet of paper, write your name, Unit H, Module 36, Lesson 2.
3. Read and study this lesson.
4. On your paper, write out and answer the ten (10) questions in the reading.
5. If you need help, ask your teacher.

JOB DESCRIPTIONS

In accepting a job you are saying that you will follow an agreement between yourself and your employer. If either you or your employer do not follow the agreement, you will probably have to start your job hunt all over again. For example, if you do not get what you were told you would be paid, you may quit. On the other hand, if you are not able to do the job as the employer wants you to, you most likely will be fired. Either way, such a thing could be very upsetting.

(1. In accepting a job, what are you saying?)
(2. What will probably happen if either you or the employer does not follow the agreement?)

That is why it is so very important that you fully understand all the things, said and unsaid, that have been agreed upon when you take a job. Usually most or all of this will be talked about in the interview or later. The main thing is that you should have all the facts before you agree to go to work.

(3. What is the main thing you should have before you agree to go to work?)

In the interview, the employer will want to find out all about you and how well you may be able to do the job. This is also a good time for you to find out about the job.

(4. In the interview, what two things will the employer want to find out about you?)
(5. What should you find out about in the interview?)

WHAT YOU NEED TO KNOW

1. WHAT YOU MUST DO ON THE JOB - Try to get the employer to tell you about the tasks, duties and day-to-day work that you will have to do on the job. Once you say "yes" to being a dishwasher, it is a little late when you find out that you also must bus tables, scrub the floor, wash the windows and clean the counter and grill every day! Many employers have a written job description which tells all about the job. If you cannot get one, be sure to go over all the facts about the job. By doing this, you will know before you start on a job what you will have to do. Make sure you ask questions and carefully go over everything during the interview.

(6. What should you try to get the employer to tell you?)
(7. What do many employers have?)
(8. What should you do during the interview?)

2. HOW WELL YOU MUST DO ON THE JOB - Find out how your work will be judged and find out about your responsibilities. For example, you may find out what you have to do on a job and only later find out that you have three different bosses telling you three different things about the same job! Just finding what it is you must do is not all you must do; you must also find out how well you must do it.

(9. What 2 things should you find out?)

3. UNDER WHAT CONDITIONS YOU MUST DO THE JOB - This is a very important part of the job description. All the conditions that are important for you to do the job must be carefully looked at. This means looking not at just the physical conditions but also the psychological, seasonal, environmental and social conditions. How would you feel if you took a job which was in "public relations" and you had to "meet and talk with the public," then later found out that you had to walk around downtown, wearing a stupid outfit and a sign around your neck?

(10. What must be carefully looked at?)

The physical setting in which you work, the hours, the kind of people you will work with and the kinds of tools you will use are all very important in your job success and happiness. Be sure to get all the facts about a job before you take it.

PERFORMANCE CHECK: When the 10 questions have been written out and answered, hand to the teacher to be graded.

UNIT H:	YOU'RE HIRED	(1 of 3)
MODULE 36:	JOB DESCRIPTIONS	
LESSON 3:	LEARNING ABOUT THINGS TO THINK ABOUT IN CHOOSING A JOB	
COMPETENCY:	You will be able to look at a job and think about the things that may be important to your happiness and success on the job.	
SUPPLIES:	Paper, pen/pencil	
STUDENT ACTION:	1. DO NOT WRITE ON THESE PAGES. 2. On a separate sheet of paper, write your name, Unit H, Module 36, Lesson 3. 3. Read and study this lesson. 4. On your paper, write out and answer the ten (10) questions in the reading. 5. If you need help, ask your teacher.	

THINGS TO THINK ABOUT

What are some of the things you should think about before getting a job with a company? Everyone is different. People have different likes and dislikes. What you feel is important may not be important to someone else. Picking a job takes a lot of thinking. The work day is usually more than half of the daylight hours. You will probably have to work 8 hours out of every 24. How do you want to spend those hours? How much money do you want to make an hour? The kind of job you pick will decide the kind of life you will have.

(1. The kind of job you pick will decide what?)

Here are the things you should think about when choosing a job:

1. SALARY - the amount of money you will make on the job
   - A. Will the job give you a good income?
   - B. Will the employer pay you a fair wage in return for your education and training?
   - C. Will the salary fit the living costs in the area?
   - D. Will there be salary raises?

(2. What do you think is a good income?)
(3. How often do you think you should get raises in salary?)

2. JOB SECURITY - not having to worry about losing your job
   - A. Will the job be a job that offers steady work?
   - B. Will there be many times when the company will not need you to work?
   - C. Will your job be ended because a machine will be able to do your job?

(4. What does job security mean?)

3. WORKING CONDITIONS - what it will be like where you work

   A. Will it be comfortable, clean and pleasant where you work?
   B. Will you be inside or outside?
   C. Will you like the people you work with?

   ●(5. What kind of working conditions would you want on a job?)

4. LOCATION - where you will work on the job

   A. Will you move if you have to?
   B. Is the job in a friendly area of town?
   C. Do you want to live in a large city or a small one?
   D. Is the job where you want to live?
   E. How will you get to work?

   ●(6. Where would you like the location of your future job to be?)

5. KIND OF WORK - what you will be doing on the job

   A. What will you have to do on the job?
   B. Will you like the work that you have to do?

   ●(7. What kind of work would you like?)

6. TRAINING AND EDUCATION - Will more training and education be offered so that you get a better job in the company?

   ●(8. Would you be willing to go back to school to learn more so that you could get a better job?)

7. ADVANCEMENT - getting a better job in the company

   A. Are there plans and chances for promotions?
   B. Are there better jobs to move to?

8. COMPANY REPUTATION

   A. Does the company have a good name?
   B. Is it well thought of?
   C. Will you be working for a company you can be proud of and trust?

9. EMPLOYEE BENEFITS

   A. Does the company reward people for doing a good job?
   B. Does the company think about the needs of the employee - bonuses, vacations, insurance, retirement, sick pay and so on?

   ●(9. What 3 benefits are most important to you?)

10. HOURS - the time that you have to work

    A. What will be the starting and quitting times?
    B. Would you have to work on weekends?

    •(10. What hours and days would you like to work after you graduate?)

11. OTHER WORKERS - Will the other workers be pleasant and friendly?

12. BOSSES - Will your bosses be fair?

PERFORMANCE CHECK: When the 10 questions have been written out and answered, hand to the teacher to be graded.

UNIT I: JOB SURVIVAL

MODULE 37: INTRODUCTION

LESSON 1: READING THE OBJECTIVE, RATIONALE AND STUDENT ACTION FOR UNIT I

STUDENT DIRECTION: Read the following Objective, Rationale and Student Action for Unit I, Job Survival.

OBJECTIVE: You will find out what to expect from a job. You will also understand how getting along with others and having good work habits give you a better chance to keep your job.

RATIONALE: Any employer wants the workers to care about the company, have good habits and attitudes, be proud of their work and be responsible and dependable. If you understand this before you start working, you will have a much better chance of keeping your job.

STUDENT ACTION: Module 37: INTRODUCTION

- Lesson 1 - Reading the Objective, Rationale and Student Action for Unit I
- Lesson 2 - Studying the Vocabulary Words and Meanings for Unit I
- Lesson 3 - Taking a Vocabulary Quiz

Module 38: ADJUSTMENT TO WORK

- Lesson 1 - Reading the Objective, Rationale and Student Action for Module 38
- Lesson 2 - Learning About the Adjustments Necessary on a Job
- Lesson 3 - Learning About Your First Day on the Job
- Lesson 4 - Learning the Do's and Don'ts of a Job

Module 39: YOU AND YOUR SUPERVISOR

- Lesson 1 - Reading the Objective, Rationale and Student Action for Module 39
- Lesson 2 - Learning About What Will Be Expected of You
- Lesson 3 - Learning What You Can Expect From Your Boss

Module 40: YOU AND THE OTHER WORKERS

- Lesson 1 - Reading the Objective, Rationale and Student Action for Module 40
- Lesson 2 - Learning How to Get Along With The Other Workers

STUDENT DIRECTION: Go to Module 37, Lesson 2.

UNIT I: JOB SURVIVAL (1 of 2)

MODULE 37: INTRODUCTION

LESSON 2: STUDYING THE VOCABULARY WORDS AND MEANINGS FOR UNIT I

COMPETENCY: You will learn the vocabulary for Unit I so that you will understand the lessons in Unit I better.

SUPPLIES: Pen/pencil, word search

STUDENT ACTION:

1. DO NOT WRITE ON THESE PAGES.
2. Get a word search from your teacher.
3. Circle each of the vocabulary words in the word search.
4. Study the vocabulary words and meanings.
5. If you need help, ask your teacher.
6. When you think that you know the meanings of the vocabulary words, go to Module 37, Lesson 3, Vocabulary Quiz.

VOCABULARY WORDS AND MEANINGS

1. survival - staying or lasting
2. attitude - the way you feel about things
3. supervisor - boss
4. expected - wanted or required
5. adjustment - a change
6. necessary - important, needed
7. ambition - goal, dream, wish
8. surroundings - the things around you
9. human relations - the way people get along
10. disposition - the way you act
11. overanxious - in too much of a hurry
12. beneficial - good, helpful
13. progress - getting better
14. motivation - something that causes a person to want to do well
15. effort - a struggle, a try

16.	accept	- to take
17.	cooperation	- the act of working together, getting along
18.	reputation	- what people think about a person, place or thing
19.	relationships	- the way people get along
20.	dependability	- the trait of being able to be counted on to get a job done
21.	mature	- grown-up, adult acting
22.	regulations	- rules
23.	productivity	- how much work a person does
24.	confinement	- the act of being in a closed place (like a room or building)
25.	situation	- a job

PERFORMANCE CHECK: When the word search is finished, hand it to the teacher to be graded.

UNIT I, MODULE 37, LESSON 2 WORD SEARCH NAME______________________

SURVIVAL
ADJUSTMENT
NECESSARY
SURROUNDINGS
CONFINEMENT
BENEFICIAL
PROGRESS
EFFORT
PRODUCTIVITY
DEPENDABILITY
MOTIVATION
AMBITION
HUMAN RELATIONS
SUPERVISOR
EXPECTED
OVER ANXIOUS
ATTITUDE
RELATIONSHIPS
MATURE
REPUTATION
COOPERATION
ACCEPT
REGULATIONS
DISPOSITION

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S U R V I V A L A D J U S T M E N T C U B
S G N I D N U O R R U S Y R A S S E C E N
C O N F I N E M E N T B E N E F I C I A L
X E R U T A M T R O F F E S S E R G O R P
E F F O R T P R O D U C T I V I T Y B E A
D E T C E P X E Y T I L I B A D N E P E D
M O T I V A T I O N A M B I T I O N R A C
S T P E C C A S N O I T A L E R N A M U H
S U P E R V I S O R O V E R A N X I O U S
S P I H S N O I T A L E R E D U T I T T A
R E P U T A T I O N C O O P E R A T I O N
A X S N O I T A L U G E R X A C C E P T X
D I S P O S I T I O N D I D Y O U H E R E
E V E R T H E J O K E A B O U T T H E X X
W E L L I T S T O O D E E P F O R Y O U X
D I D Y O U H E A R T H E J O K E A B O U
T T H E R O O F I T S P R O B A B L Y O V
E R Y O U R H E A D D I D Y O U T H I N K
T H O S E J O K E S W E R E D U M B H U H
M E T O O B U T Y O U H A V E T O U N D E
R S T A N D T H A T I T I S V E R Y H A R
D T O F I L L I N A L L O F T H E S E X X
L I N E S W H E N A L L O F T H E A N S W
E R S T O T H E W O R D S E A R C H A R E
I N T H E T O P T H I R T E E N L I N E S
I H O P E Y O U F O U N D T H I S C L U E
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UNIT I:	JOB SURVIVAL (1 of 2)
MODULE 37:	INTRODUCTION
LESSON 3:	TAKING A VOCABULARY QUIZ
COMPETENCY:	You will show that you understand the vocabulary words for Unit I.
SUPPLIES:	Paper, pen/pencil

STUDENT ACTION:

1. DO NOT WRITE ON THESE PAGES.
2. On a separate sheet of paper, write your name, Unit I, Module 37, Lesson 3.
3. Number your paper, 1 to 25.
4. Next to the numbers, put the correct letters (a,b or c) that tell what the words mean.
5. If you have any questions, ask your teacher.

VOCABULARY QUIZ

1.	beneficial	A) grown-up, adult acting B) good, helpful C) staying or lasting
2.	ambition	A) a struggle, a try B) goal, dream, wish C) how much a person does
3.	regulations	A) jobs B) rules C) to get better
4.	supervisor	A) important, needed B) boss C) a change
5.	reputation	A) the trait of being able to be counted on to get a job done B) what people think about a person C) how much work a person does
6.	confinement	A) being in a closed place B) the act of working together, getting along C) the way you act
7.	survival	A) staying or lasting B) the way people get along C) the things around you
8.	adjustment	A) a change B) a job C) to take
9.	attitude	A) the way you feel about things B) the act of working together, getting along C) wanted or required
10.	disposition	A) rules B) important, needed C) the way you act
11.	dependability	A) how much work a person does B) the things around you C) the trait of being able to be counted on to get a job done

12.	relationships	A) what people think about a person B) a change C) the way people get along
13.	mature	A) in too much of a hurry B) goal, dream, wish C) grown-up, adult acting
14.	accept	A) a struggle, a try B) a job C) to take
15.	productivity	A) how much work a person does B) the way people get along C) to get better
16.	expected	A) being in a closed place B) wanted or required C) good, helpful
17.	effort	A) to get better B) the way you feel about things C) a struggle, a try
18.	necessary	A) important, needed B) boss C) staying or lasting
19.	surroundings	A) grown-up, adult acting B) the things around you C) something that causes a person to want to do well
20.	situation	A) to take B) a change C) a job
21.	human relations	A) the way people get along B) goal, dreams, wish C) what people think about a person
22.	overanxious	A) how much work a person does B) in too much of a hurry C) the way you act
23.	progress	A) rules B) the act of working together, getting along C) getting better
24.	motivation	A) something that causes a person to want to do well B) important, needed C) a change
25.	cooperation	A) the act of working together, getting along B) the way you act C) boss

PERFORMANCE CHECK: When the quiz has been finished, hand to the teacher to be graded.

UNIT I: JOB SURVIVAL

MODULE 38: ADJUSTMENT TO WORK

LESSON 1: READING THE OBJECTIVE, RATIONALE AND STUDENT ACTION FOR MODULE 38

STUDENT DIRECTION: Read the following Objective, Rationale and Student Action for Module 38

OBJECTIVE: You will better understand the adjustments a new worker has to make on a job and be better prepared to make these adjustments.

RATIONALE: An employer wants new workers to be able to adjust to the way the job is to be done. It is important that you be able to adjust to any situation that you are in.

STUDENT ACTION:

Lesson 1 - Reading the Objective, Rationale and Student Action for Module 38
Lesson 2 - Learning About the Adjustments Necessary on a Job
Lesson 3 - Learning About Your First Day on the Job

STUDENT DIRECTION: Go to Module 38, Lesson 2.

UNIT I: JOB SURVIVAL (1 of 3)

MODULE 38: ADJUSTMENT TO WORK

LESSON 2: LEARNING ABOUT THE ADJUSTMENTS NECESSARY ON A JOB

COMPETENCY: You will learn about the adjustments necessary for a job and be better prepared to make those adjustments.

SUPPLIES: Paper, pen/pencil

STUDENT ACTION:

1. DO NOT WRITE ON THESE PAGES.
2. On a separate sheet of paper, write your name, Unit I, Module 38, Lesson 2.
3. Read and study this lesson.
4. On your paper, write out and answer the twenty (20) questions in the reading.
5. If you need help, ask your teacher.

ADJUSTMENT TO WORK

You will be unable to start a new job and not have to make any adjustments. If nothing else, you will have to adjust your plans to be at work on time and to work for several hours a day.

There are four areas in which you may have to make adjustments. These areas are A) human relations, B) physical surroundings and working conditions, C) business attitudes and D) work performance.

(1. In what four areas may you have to make adjustments?)

A. Human relations -

It will be great if you like all of the people that you work with on a new job. But the chances are you won't. It is very hard to like everyone.

(2. What is very hard?)

Even if you have to work with someone that you do not like, you still have to get along with that person. You do not have to like the person, but you may have to work with him or her so that the work will be finished.

(3. Why may you have to work with a person you do not like?)

Chances are you will be working with people who think and act differently than you do. They may be a different race, religion or come from another country. They may be older or younger. What you must remember is that all of the workers make a team that has to work together to help the company make money. If the company does not make money, all of you may be looking for a new job!

(4. What must you remember?)
(5. What may happen if the company does not make money?)

B. Physical surroundings and working conditions -

The type of work you want to do will largely decide what working conditions and physical surroundings you will have when you work. Working conditions mean such things as: the hours you work, how safe you are, how hard you must work, the people you work with and the clothes you have to wear. Physical surroundings mean such things as: working inside or outside, the part of the country in which you work, the place where you work and how clean the work area is.

(6. What will the type of work you want to do largely decide?)
(7. Working conditions mean what 5 things?)
(8. Physical surroundings mean what 4 things?)

If you do not like getting dirty, you would not want to get a job as an auto mechanic or a coal miner. If you wanted to work outside, you would not want to get a job as a file clerk. If you are not very strong, you would not want to get a job loading trucks. If you cannot read, you would not want to get a job in a library.

C. Business Attitudes -

When you get a job, you will have to adjust your attitudes so that you will have a business attitude. Having a business attitude means such things as doing what your boss tells you even if you do not know why, doing the work the way the boss wants it done, thinking about what is best for the company, and trying to help the company get better.

(9. When you get a job, how will you have to adjust your attitudes?)
(10. A business attitude means what 4 things?)

D. Work performance-

When you get a job, you will have to work well enough to help the business, or you will lose your job. No one who owns a business, will want to pay you money if your work does not help the business make money.

(11. How will you have to work when you get a job?)

When you are paid to work, you will be expected to work each hour for which you are paid. This means you work the whole hour. You do not visit for 10 minutes, go to the bathroom for 10 minutes, talk on the phone for 10 minutes, goof around for 10 minutes and work for only 20 minutes!

(12. When you are paid to work, what will be expected of you?)

AREAS OF IMPROVEMENT

Employers have listed the following 8 areas in which they feel many new employees need to get better.

1. Concern for productivity - the worker wanting the company to grow
2. Pride in work - the worker being proud of his or her job
3. Responsibility - the worker doing what needs to be done
4. Dependability - the worker being at work everyday on time
5. Good attitudes toward the company - the worker liking the company
6. Ability to write and speak well
7. Ability to follow directions - the worker doing what he or she is told and doing it right
8. Ability to read directions

(13. What is concern for productivity?)
(14. What is pride in work?)
(15. What is responsibility?)
(16. What is dependability?)
(17. What is good attitude toward the company?)
(18. What is ability to follow directions?)
●(19. Of the 8 areas listed, which ones do you think you would need to improve?)
●(20. Of the 8 areas listed, which ones do you think you would not need to improve?)

PERFORMANCE CHECK: When the 20 questions have been written out and answered, hand to the teacher to be graded.

UNIT I:	JOB SURVIVAL	(1 of 2)
MODULE 38:	ADJUSTMENT TO WORK	
LESSON 3:	LEARNING ABOUT YOUR FIRST DAY ON THE JOB	
COMPETENCY:	You will learn how to make yourself a good employee on your first day.	
SUPPLIES:	Paper, pen/pencil	
STUDENT ACTION:	1. DO NOT WRITE ON THESE PAGES. 2. On a separate sheet of paper, write your name, Unit I, Module 38, Lesson 3. 3. Read and study this lesson. 4. On your paper, write out and answer the sixteen (16) questions in the reading.	

THE FIRST DAY

Every job has to have a first day. That first day is a very important day. You may feel like a fish in a bowl. Everyone will be watching you. Your boss will be watching you; the other workers will be watching you; if there are customers, they will also be watching you!

(1. Every job has to have what?)

Don't panic! The boss and other workers are watching so that if you need help, you will get it. The customers will be watching because you will be the person that they are looking to for help.

(2. Why will your boss and the other workers be watching you?)
(3. Why will the customers be watching you?)

Even if everyone there is trying to help you, you are still going to be nervous. It's only natural. You are going to be doing something brand new around people you don't even know. To make it worse, you probably will not know how to do what you have to do. Not only that, there is a good chance that you will not even know what you have to do!

(4. Why is it natural that you are going to be nervous on your first day?)

To make your first day a little easier, try to get to work a little early and report to your boss. By doing this, you can take it easy a little bit before you have to start working. You also will not have to rush to get there, and you will not be late.

(5. What can you do to make your first day a little easier?)

When you start working, make sure that you listen carefully to the directions people give you. If you do not understand, make sure you ask questions. Sometimes a person does not want to look dumb, so he or she will not ask any questions. The only trouble with that is if you try to do something when you do not know how to do it, you will mess it up. When you mess it up because you didn't ask questions, guess how you look? That's right - DUMB.

(6. What should you do when you start working?)
(7. If you do not understand something, what should you do?)
(8. How will you look if you mess up something because you didn't ask questions?)

Make sure that you learn the company rules and regulations. You will probably be given a list of them before the day you start to work. Make sure you know them because the boss will expect you to. "I didn't know that I wasn't supposed to do that!" will not help if you didn't read the rules.

(9. What should you make sure you do?)

Don't waste time on the job visiting with the other workers. You will have enough problems just trying to do your job correctly. You don't need to make more problems for yourself by wasting time. That doesn't mean that you shouldn't be friendly. You can be friendly on your break or on your lunch hour. Remember, your boss is paying you to work, not visit. When you are being paid to work - WORK!

(10. You should not waste time doing what?)
(11. What should you do when you are being paid to work?)

If you make a mistake, correct it. If you cannot correct it, make sure you tell someone so that you can be told how to correct it. Trying to hide a mistake is dishonest and could cost you your job.

(12. What should you do if you make a mistake?)
(13. If you cannot correct a mistake, why should you tell someone?)
(14. What could trying to hide a mistake cost you?)

At the end of the day, make sure you clean up your work area. If you have some spare time during the day, use that time to keep your work area clean, then cleaning up at the end of the day will not be so hard. It is also safer if your work area is clean.

(15. What should you do at the end of the day?)
(16. For what two reasons should you use your spare time to keep your work area clean?)

PERFORMANCE CHECK: When the 16 questions have been written out and answered, hand to the teacher to be graded.

UNIT I: JOB SURVIVAL (1 of 2)

MODULE 38: ADJUSTMENT TO WORK

LESSON 4: LEARNING THE DO'S AND DON'TS OF A JOB

COMPETENCY: You will learn what you should and should not do on a job.

SUPPLIES: Paper, pen/pencil

STUDENT ACTION:

1. DO NOT WRITE ON THESE PAGES.
2. On a separate sheet of paper, write your name, Unit I, Module 38, Lesson 4.
3. Read and study this lesson.
4. Write out the thirty-three (33) sentences and write Do or Don't on the blank in the sentences.
5. If you need help, ask your teacher.

DO OR DON'T

1. ______ get enough sleep so that you will be able to do your job well.
2. ______ get to work a little early.
3. ______ feel bad when someone tells you that you have done something wrong.
4. ______ argue at work.
5. ______ ask silly questions at work.
6. ______ think for yourself when you have a problem at work.
7. ______ make sure you stay busy at work.
8. ______ do your best at work.
9. ______ do a little more work than you are expected to do.
10. ______ learn the names of your bosses.
11. ______ be patient.
12. ______ make excuses when you do something wrong.
13. ______ put your fellow workers "down."
14. ______ write personal letters at work if you have some time with nothing to do.
15. ______ learn the names of your fellow workers.
16. ______ read books during working hours.

17. _____ be a clock-watcher.

18. _____ be a fault-finder or a complainer.

19. _____ be nice to your fellow workers.

20. _____ listen carefully to all directions.

21. _____ ask questions if you do not understand the directions.

22. _____ ask other workers questions if you do not understand something.

23. _____ keep your body clean.

24. _____ show off at work.

25. _____ be too friendly with your boss at work.

26. _____ tell other people how they should do their work.

27. _____ be late from your lunch break.

28. _____ learn the company rules and regulations.

29. _____ talk too much with the other workers when you are working.

30. _____ be in a hurry to leave at the end of the day.

31. _____ clean up your work area before you go home.

32. _____ control your emotions at work.

33. _____ tell your boss if you make a mistake.

PERFORMANCE CHECK: When the assignment is finished, hand to the teacher to be graded.

UNIT I: JOB SURVIVAL

MODULE 39: YOU AND YOUR SUPERVISOR

LESSON 1: READING THE OBJECTIVE, RATIONALE AND STUDENT ACTION FOR MODULE 39

STUDENT DIRECTION: Read the Objective, Rationale and Student Action for Module 39.

OBJECTIVE: You will learn what you can expect from your supervisor on the job. You will also learn what will be expected of you.

RATIONALE: An employer wants a worker to do what is expected. A worker can also expect some things from his job. It is important for you to learn both of these things before you start on a job.

STUDENT ACTION:

Lesson 1 - Reading the Objective, Rationale and Student Action for Module 39
Lesson 2 - Learning About What Will Be Expected of You
Lesson 3 - Learning About What You Can Expect From Your Boss

STUDENT DIRECTION: Go to Module 39, Lesson 2.

UNIT I: JOB SURVIVAL (1 of 2)

MODULE 39: YOU AND YOUR SUPERVISOR

LESSON 2: LEARNING ABOUT WHAT WILL BE EXPECTED OF YOU

COMPETENCY: You will learn about what will be expected of you.

SUPPLIES: Paper, pen/pencil

STUDENT ACTION:

1. DO NOT WRITE ON THESE PAGES.
2. On a separate sheet of paper, write your name, Unit I, Module 39, Lesson 2.
3. Read and study this lesson.
4. On your paper, write out and answer the eleven (11) questions in the reading.

WHAT WILL BE EXPECTED OF YOU

You will spend almost one-third of your adult life at work. On the job, you will be a member of a team. The cooperation of the other workers is important to your happiness and success on the job. Often a good worker who argues or gossips ends up out of a job.

(1. How much of your adult life will you spend at work?)
(2. What is important to your happiness and success on the job?)
(3. What often happens to a good worker who argues or gossips?)

You cannot expect the rest of the team to change for you. They got along fine before you started. It is up to you to become one of the team. It is up to you to win friendship and respect.

(4. What is up to you?)

The person who pays your salary should get something in return for it. When you apply for a job, there are some things that the boss looks for. Good workers give those things that are expected of them. Whether you last on a job may depend on how pleased the boss is about you as a worker.

(5. Whether you last on a job or not may depend on what?)

Here are the things a boss will look for in a new worker:

1. Work hard in trying to learn your new job. Getting a job may be easier than keeping it. No employer will keep you on a job if you do not learn how to do that job. It is very important that you do your best to learn your job as quickly as you can.

(6. What is very important?)

2. Respect your boss, but do not try to be too friendly. Some workers try to use friendship with the boss as a way to keep a job rather than doing the job well. An employer can tell when a person tries to do this. You must always remember why people are hired for a job. They are hired to help the company make money. If you do not help the company make money, you will be fired. It will not matter how friendly you are with the boss.

(7. What do some people try to use as a way to keep a job?)
(8. Why are people hired for a job?)
(9. If you do not help the company make money, what will happen?)

3. Remember - your boss has problems, too. Bosses are people just like everyone else. Just like everyone else they have problems. You have to do your best to make sure that you do not become one of those "problems." When a person has a problem, he or she will try to get "rid of" it. Do not be a "problem" the boss gets "rid of."

(10. Why would you not want to be a boss's "problem"?)

4. Follow instructions. There may be more than one way to do a job. When you are told how to do something on a job, it is best to do it the way you are told not the way you want to do it. If the boss did not care how a job was to be done, you would not be told how to do it; you would just be told to do it. If the boss takes the time to tell you how it is to be done, you should listen carefully so that you can do it that way.

(11. If the boss tells you how a job is to be done, what should you do?)

PERFORMANCE CHECK: When the 11 questions have been written out and answered, hand to the teacher to be graded.

UNIT I: JOB SURVIVAL (1 of 2)

MODULE 39: YOU AND YOUR SUPERVISOR

LESSON 3: LEARNING WHAT YOU CAN EXPECT FROM YOUR BOSS

COMPETENCY: You will learn what you can expect from your boss.

SUPPLIES: Paper, pen/pencil

STUDENT ACTION:

1. DO NOT WRITE ON THESE PAGES.
2. On a separate sheet of paper, write your name, Unit I, Module 39, Lesson 3.
3. Read and study this lesson.
4. On your paper, write out and answer the eleven (11) questions in the reading.
5. If you need any help, ask your teacher.

WHAT YOU CAN EXPECT

Just as there are things that are expected of you when you start a job, there are also some things that you have a right to expect from a job.

A. Regular Payment of Salary - If you work every week, you can expect to get paid every payday. Some companies have a payday every week, some every 2 weeks, some once a month. When you get a job, make sure that you find out how often you will be paid.

(1. If you work every week, what can you expect?)
(2. What should you find out when you get a job?)

B. Safe Working Conditions - You have a right to expect that you will be safe on your job. There is always a chance that you will be hurt on a job if you or someone else is not careful. There is also a chance that you will be hurt if you or someone else does not follow the company rules for safety. However, if everyone follows the rules and is careful, you should not have to worry about being hurt.

(3. What do you have a right to expect on your job?)
(4. What 2 things could cause you to be hurt on the job?)

C. Training to Do Your Job - You have a right to expect that you will be given enough training to be able to do your job correctly. When you first start a job, there should be someone who will work closely with you to show you what you need to do. How long this person will train you usually depends on how hard the job is to learn.

(5. What do you have a right to expect about training?)
(6. How long a person trains you for a job usually depends on what?)

D. Directions for Doing Any Job - You have a right to expect that you will be given enough directions so that you will be able to do any job correctly. Sometimes an employer will tell a worker to do a job but not tell the worker how the job is to be done. If this ever happens to you, make sure you ask how the job should be done. You do not want to try to do something if you are not sure how to do it. If you do not know how to do the job and you make a mistake, it is your fault for not asking before you tried to do it. It is also the employer's fault for not giving you the directions for how to do the job. If this ever happens, though, you are probably the only one who will be blamed, so make sure you ask!

(7. What do you have a right to expect so that you can do your job correctly?)
(8. What should you do if you are told to do a job, and you do not know how to do it?)

E. Evaluation of How You Are Doing - You have a right to expect that the employer will tell you how you are doing on your job. The employer should let you know how you are doing on the job every once in a while. He or she can do this formally in a written evaluation or informally by sitting down and just talking to you. This is important because everyone likes to know if he or she is doing well. If you are not doing well, it is important because you will want to do better so that you will not lose your job.

(9. What do you have a right to expect on your job?)
(10. What 2 ways can an employer let you know how you are doing on the job?)
(11. For what 2 reasons is this important?)

PERFORMANCE CHECK: When the 11 questions have been written out and answered, hand to the teacher to be graded.

UNIT I: JOB SURVIVAL

MODULE 40: YOU AND OTHER WORKERS

LESSON 1: READING THE OBJECTIVE, RATIONALE AND STUDENT ACTION FOR MODULE 40

STUDENT DIRECTION: Read the following Objective, Rationale and Student Action for Module 40.

OBJECTIVE: You will learn what you have to do to get along with the other workers on the job.

RATIONALE: An employer wants all of the workers to get along on the job. Therefore, it is important that you know how to get along.

STUDENT ACTION:

Lesson 1 - Reading the Objective, Rationale and Student Action for Module 40

Lesson 2 - Learning How to Get Along With the Other Workers

STUDENT DIRECTION: Go to Module 40, Lesson 2.

UNIT I:	JOB SURVIVAL	(1 of 3)
MODULE 40:	YOU AND OTHER WORKERS	
LESSON 2:	LEARNING HOW TO GET ALONG WITH OTHER WORKERS	
COMPETENCY:	You will learn what you have to do to get along with the other workers on the job.	
SUPPLIES:	Paper, pen/pencil	

STUDENT ACTION:

1. DO NOT WRITE ON THESE PAGES.
2. On a separate sheet of paper, write your name, Unit I, Module 40, Lesson 2.
3. Read and study this lesson.
4. On your paper, write out and answer the eleven (11) questions in the reading.
5. If you need help, ask your teacher.

YOU AND OTHER WORKERS

You will find out, if you haven't already, that getting along with other people is not always easy. This is also true on the job. It is sometimes harder to get along with another worker than it is to do the job!

(1. It is sometimes harder to do what?)

A. Always look your best - This also means always "smell" your best. No one wants to work around someone who has smelly clothes or body odor. Make sure you always look your best by combing your hair and wearing deodorant and clean clothes every day. You should also wash everyday.

(2. How can you make sure you look your best?)

B. Be Polite - The Golden Rule is "Do unto others as you would have others do unto you." In other words, treat others the way you want others to treat you.

(3. What does the Golden Rule mean?)

C. Respect the Work of Others - When you start a new job, most of the other workers will have worked there longer than you have. Respect the fact that the other workers have more experience and know the job better than you do. Don't feel bad because they can do the job better than you can; learn from them. When you get a chance, watch how they do their jobs. If you do this, some day a new worker will respect the fact that you have more experience and know how to do the job better.

(4. What fact should you respect?)

D. DO NOT GOSSIP - Whether you have just started on a job or have worked on it for many years, it is not nice to say something that you have heard that could hurt someone else. You surely would not like other people to say things that could hurt you, so don't hurt someone else.

(5. What is not nice?)

E. Do Not Make "Fun" of Others - Is it fun to make "fun" of someone else? How do you feel when someone makes "fun" of you? Not so good, right? There are some people who make "fun" of a person just because he or she is different. Different isn't bad; it isn't wrong; it's just different. Everyone is different. Remember, if you make "fun" of someone who is different, someday someone will make "fun" of you because you are different, too. Also, you will be paid to work not tease!

(6. How do you feel when someone makes "fun" of you?)
(7. What 2 things should you remember?)

F. Do Not Laugh at the Mistakes of Others - Everyone make mistakes. "Pobody is Nerfect!" You can bet that when you make "fun" of someone, someone will make "fun" of you. When you laugh at the mistakes of others, others will laugh at yours. When you first start a job, who do you think will make most of the mistakes - you or the experienced workers? Would you enjoy working with a person who laughed at you every time you made a mistake? Would an employer keep a worker who laughed at everybody's mistakes? Rather than laugh at people's mistakes, help them if you can.

(8. What should you do rather than laugh at people's mistakes?)

G. Do Not Waste Time - When an employer hires you to do a job, you are paid to work, not play around. Any time an employer pays someone to do a job, that job is important. Would you pay someone to do a job if you did not care if it was finished or not? The employer is the same way. You are being paid to do a job because it must be done. If you waste time, the employer will not get his or her money's worth. You will be out of a job if that happens! Also, if you waste time, someone else will have to do your work. That will not make you very popular, will it?

(9. What are you paid to do when an employer hires you?)
(10. What will happen if you waste time?)

H. Do Not Miss Work - If you miss work, someone else will have to do your job. Even if you are the company's best worker, you cannot work if you are not there. If you miss a lot of work, you will be fired because you will not be dependable. The employer will not care why you are not there. It will not matter if you are really sick or just faking. What will matter is that the employer will not be able to count on you to be at work everyday to do your job. If the employer cannot count on you, soon you will not be able to count on a paycheck every payday!

(11. Why will you be fired if you miss a lot of work?)

PERFORMANCE CHECK: When the 11 questions have been written out and answered, hand to the teacher to be graded.

UNIT J: JOB ADVANCEMENT

MODULE 41: INTRODUCTION TO UNIT J

LESSON 1: READING THE OBJECTIVE, RATIONALE AND STUDENT ACTION FOR UNIT J

STUDENT DIRECTION: Read the following Objective, Rationale and Student Action for Unit J.

OBJECTIVE: You will learn about what it takes to succeed in the world of work. You will also learn the traits for getting ahead on a job.

RATIONALE: Many people try long and hard to get a job only to become "D" employees. When this happens, they cannot move ahead because they are not doing their best. If this happens, they may quit or be fired and go on to another job where the same thing may happen again. They never get any better as workers because they do not know how to take the steps to job success.

You can avoid these problems if you learn about them.

STUDENT ACTION: MODULE 41: INTRODUCTION TO UNIT J

- Lesson 1 - Reading the Objective, Rationale and Student Action for Unit J
- Lesson 2 - Learning the Vocabulary for Unit J
- Lesson 3 - Taking a Vocabulary Quiz

MODULE 42: PROMOTIONS AND GROWTH

- Lesson 1 - Reading the Objective, Rationale and Student Action for Module 42
- Lesson 2 - Learning Successful Job Actions
- Lesson 3 - Learning How to Judge Yourself on the Job

MODULE 43: PREPARING FOR A PROMOTION

- Lesson 1 - Reading the Objective, Rationale and Student Action for Module 43
- Lesson 2 - Learning How to Prepare for a Promotion

MODULE 44: HOW TO ASK FOR A RAISE OR PROMOTION

- Lesson 1 - Reading the Objective, Rationale and Student Action for Module 44
- Lesson 2 - Learning About Asking for a Raise or Promotion

STUDENT DIRECTION: Go to Module 41, Lesson 2.

UNIT J: JOB ADVANCEMENT (1 of 2)

MODULE 41: INTRODUCTION TO UNIT J

LESSON 2: LEARNING THE VOCABULARY FOR UNIT J

COMPETENCY: You will learn the meanings of the vocabulary words so that you will better understand the information in Unit J.

SUPPLIES: Word search, pen/pencil

STUDENT ACTION:

1. DO NOT WRITE ON THESE PAGES.
2. Get the word search for Unit J from your teacher.
3. Circle each of the vocabulary words in the word search.
4. Study the meanings of the vocabulary words below.
5. When you feel that you know the meanings of the words, go to Module 41, Lesson 3 - Vocabulary Quiz.

VOCABULARY WORDS AND MEANINGS

1. realize - to know or understand
2. promotion - the act of getting a better job
3. advancement - the act of moving ahead
4. opportunities - chances
5. values - things a person thinks are important
6. security - safety
7. improve - to do better
8. traits - qualities
9. curiosity - the act of wondering about things
10. initiative - doing things without being told
11. efficiency - the act of being able to do things correctly and quickly
12. persistence - when a person keeps trying and does not quit
13. overtime - the time a person works beyond the time he or she is scheduled to work
14. professional - expert

15.	reliable (reliability)	- a person can be counted on to get the job done
16.	evaluate	- to judge
17.	contract	- a written or spoken agreement
18.	prestige	- importance
19.	responsibility	- ability to be trusted
20.	dependability	- the act of being able to be counted on to get the job done
21.	critical	- very important
22.	achievements	- things a person has done
23.	relates	- goes along with
24.	self-identity	- knowing about yourself
25.	determination	- the act of wanting to get something done

PERFORMANCE CHECK: When the word search is finished, hand to the teacher to be graded.

UNIT J, MODULE 41, LESSON 2 NAME________________________

REALIZE
PROMOTION
ADVANCEMENT
OPPORTUNITIES
VALUES
SECURITY
IMPROVE
TRAITS
CURIOSITY
INITIATIVE
EFFICIENCY
PERSISTENCE
OVERTIME
PROFESSIONAL
RELIABLE
EVALUATE
CONTRACT
PRESTIGE
RESPONSIBILITY
DEPENDABILITY
CRITICAL
ACHIEVEMENTS
RELATES
SELF-IDENTITY
DETERMINATION

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B Y T H E G I T S E R P Y R I V E R O
S R S G C E N T L Y F R L O W I N G P
D E T E R M I N A T I O N L L I N O P
I L L S I E H Y E Y C M H E H O L C O
M A A F T C S K E I R O P I L N Y U R
O T R A I T S P D O N T N R U B T R T
A E B O C D V E O U T I I T O T T I U
H S E C A U E A C N B O T A R V S O N
H T E N L O R N L U S N E I R A E S I
E L B A I L E R T U R I I R A W C I T
E V A L U A T E H I E I B T Y T A T I
A C H I E V E M E N T S T I E Y I Y E
O V E R T I M E I L G Y E Y L R A V S
O I N L A N O I S S E F O R P I G T E
E P R D A T N E M E C N A V D A T O W
F V S O I W I N E F F I C I E N C Y I
E O A L Y U A T E C N E T S I S R E P
D E P E N D A B I L I T Y K C E R E A
A B C E R W L E R E A L I Z E C U S B
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UNIT J: JOB ADVANCEMENT (1 of 2)

MODULE 41: INTRODUCTION TO UNIT J

LESSON 3: TAKING A VOCABULARY QUIZ

COMPETENCY: By taking this quiz, you will show how well you have learned the meanings of the vocabulary words for Unit J.

SUPPLIES: Paper, pen/pencil

STUDENT ACTION:

1. DO NOT WRITE ON THESE PAGES.
2. On a separate sheet of paper, write your name, Unit J, Module 41, Lesson 3.
3. Number your paper, 1 to 25.
4. Next to the numbers, write the letter (A,B or C) that best tells what the words mean.
5. If you have any questions, ask your teacher.

VOCABULARY QUIZ

1.	professional	A) safety B) knowing about yourself C) expert
2.	determination	A) the act of getting a better job B) the act of moving ahead C) the act of wanting to get something done
3.	realize	A) chances B) to judge C) to know or understand
4.	prestige	A) goes along with B) things a person has done C) importance
5.	advancement	A) the act of moving ahead B) the act of wondering about things C) the act of being able to do things correctly and quickly
6.	critical	A) qualities B) doing things without being told C) very important
7.	promotion	A) things a person thinks are important B) time a person works beyond the time he or she was scheduled C) the act of getting a better job
8.	self-identity	A) goes along with B) things a person has done C) knowing about yourself
9.	traits	A) to judge B) to know or understand C) qualities
10.	opportunities	A) chances B) qualities C) experts
11.	dependability	A) the act of wondering about things B) the act of getting a better job C) the act of being able to be counted on to get the job done

12.	values	A) very important B) importance C) things a person thinks are important
13.	security	A) expert B) chances C) safety
14.	relates	A) knows or understands B) things a person has done C) goes along with
15.	efficiency	A) the act of getting a better job B) the act of being able to do things correctly and quickly C) the act of wanting to get something done
16.	curiosity	A) the act of being able to be counted on to get the job done B) chances C) the act of wondering about things
17.	initiative	A) importance B) judging C) doing things without being told
18.	improve	A) to go along with B) to know about yourself C) to do better
19.	achievements	A) when a person keeps trying and does not quit B) chances C) things a person has done
20.	reliable (reliability)	A) things a person thinks are important B) a person can be counted on to get the job done C) the act of wanting to get something done
21.	contract	A) the act of moving ahead B) to do better C) a written or spoken agreement
22.	evaluate	A) to know or understand B) to move ahead C) to judge
23.	persistence	A) a person can be counted on to get the job done B) doing things without being told C) when a person keeps trying and does not quit
24.	responsibility	A) the act of getting a better job B) the act of wanting to get something done C) ability to be trusted
25.	overtime	A) things a person thinks are important B) to do better C) the time a person works beyond the time he or she is scheduled to work

PERFORMANCE CHECK: When the quiz is finished, hand to the teacher to be graded.

UNIT J: JOB ADVANCEMENT

MODULE 42: PROMOTIONS AND GROWTH

LESSON 1: READING THE OBJECTIVE, RATIONALE AND STUDENT ACTION

STUDENT DIRECTION: Read the following Objective, Rationale and Student Action for Module 42.

OBJECTIVE: You will learn how to succeed on a job and how to set standards for judging yourself on a job.

RATIONALE: Many people try long and hard to get a job only to become "D" employees. In order for you to be a good employee, it is important that you know what it takes to succeed on a job. It is also important that you are able to judge your own work on a job.

STUDENT ACTION:
Lesson 1: Reading the Objective, Rationale and Student Action for Module 42
Lesson 2: Learning Successful Job Actions
Lesson 3: Learning How to Judge Yourself on the Job

STUDENT DIRECTION: Go to Module 42, Lesson 2.

UNIT J: JOB ADVANCEMENT (1 of 2)

MODULE 42: PROMOTION AND GROWTH

LESSON 2: LEARNING SUCCESSFUL JOB ACTIONS

COMPETENCY: You will learn what it takes to succeed on a job.

SUPPLIES: Paper, pen/pencil

STUDENT ACTION:
1. DO NOT WRITE ON THESE PAGES.
2. On a separate sheet of paper, write your name, Unit J, Module 42, Lesson 2.
3. Read and study this lesson.
4. On your paper, write out and answer the ten (10) questions in the reading.
5. If you need help, ask your teacher.

PROMOTIONS AND GROWTH

Once you get a job, it is up to you to begin to climb the ladder to success. However, it is important to realize that the ladder to success does not always go up -- it is sometimes sideways, too. When you are just getting started in the world of work, a promotion is not always the next step up. Also, promotions and advancement opportunities do not always have dollar values. This is true because people work for reasons other than just money. These reasons include security, self-identity, prestige, achievement and power.

(1. List 5 reasons for which people work.)

The terms of your success may only be judged by your own sense of values. There are some things, however, that go with getting ahead on a job. Just as all jobs have things in common, most successful workers also share some traits.

(2. What do most successful workers share?)

Here are some tips on how to make yourself one of the successful workers.

*Be the best; be a professional. Like the old saying says, "If something is worth doing, it's worth doing well." Prove that you are good at your job. Carry your full load, and do your duties with a business attitude.

(3. What should you prove?)
(4. How should you do your duties?)

*Get to know the company that you work for, but do not step on the toes of others. Do not let your curiosity and interest become a threat to the other workers. Be careful; some people may think you want their jobs if you ask too many questions.

(5. What should you get to know?)

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*Master a task that relates to your job. Doing this will give you a chance to shine in doing something better than the other workers.

(6. What should you master?)
(7. Doing this will give you a chance to do what?)

*Learn how to do something that is crucial or very important. Every company has parts of its operation that are critical. These parts are often done better if done by just one or two people. You want to learn to be one of those people.

(8. What should you learn?)

*Build good personal relationships with your bosses and the other employees on an individual basis. The best way to start this is to do your job the best that you can.

(9. What is the best way to start building good personal relationships?)

*Show initiative. Do something that helps the company's efficiency and profits. Come up with a good idea. It could be some small improvement to save steps, to cut waste or improve safety. This will be proof of your interest and loyalty to your job and the company. These are the things that are thought about when promotion time comes around.

When layoff time comes, the people who do unimportant work, have below average skills, and do not get along with others are the first to go.

(10. When layoff time comes, what people are the first to go?)

PERFORMANCE CHECK: When the 10 questions have been written out and answered, hand to the teacher to be graded.

UNIT J: JOB ADVANCEMENT (1 of 2)

MODULE 42: PROMOTIONS AND GROWTH

LESSON 3: LEARNING HOW TO JUDGE YOURSELF ON THE JOB

COMPETENCY: You will learn how you will be judged on the job and learn how to judge yourself on a job by judging how you are doing in school.

SUPPLIES: Paper, pen/pencil

STUDENT ACTION:

1. DO NOT WRITE ON THESE PAGES.
2. On a separate sheet of paper, write your name, Unit J, Module 42, Lesson 3.
3. Read and study this lesson.
4. On your paper, write out and answer the ten (10) questions in the lesson.
5. If you need help, ask your teacher.

PROMOTIONS

When promotion time comes, you will be judged on the following things no matter what your job may be.

1. Job skill - how well you work on the job
2. Following rules - how well you follow the rules
3. Improving your work - how much you improve on the job
4. Ideas and problem solving - how well you think on the job
5. Getting along with others - how well you get along with the other people at work
6. Attitudes - how you feel about your job, the company and the other people at work
7. Costs - how well you keep the company's expenses down
8. Growth - how much you will be able to improve on the job

(1. On what 8 things will you be judged?)

HOW TO JUDGE YOURSELF

Most companies will have a way of evaluating or judging you on the job. After you have been evaluated or judged, the boss will probably tell you how you are doing. Don't wait until the boss tells you how you are doing; judge yourself. Ask yourself these questions:

*How do I stand with my boss and the company?

*What do I think the boss sees as my two strongest points?

*How is my work judged? (examples: how I treat the customers, how long I take to do certain things, how well I clean up, and so on)

*What do I think the boss sees as my two weakest points?

*What can I do to improve myself?

*Where do I want to be in the company a year from now?

*What are my plans for getting there?

To practice judging yourself, pretend that you work for your teacher in this class. The school is the company. Your job is to do the schoolwork your teacher gives you to do. Answer the following questions.

●(2. What does my teacher think about me?)
●(3. What do I think my teacher sees as my two strongest points?)
●(4. What are the things my teacher grades me on?)
●(5. What do I think my teacher sees as my two weakest points?)
●(6. How many days of school have I missed this year?)
●(7. What two things can I do to improve myself?)
●(8. What grade did I get in this class last term?)
●(9. What grade do I want to get this term?)
●(10. What are my plans for getting that grade?)

Here is a funny, but good way to get a promotion on a job.

Be sure you have earned a promotion!

Be sure your boss knows you have earned a promotion!

Be sure your boss knows that you know you have earned a promotion!

Be sure your boss knows that you know that he knows you know that you have earned a promotion!

PERFORMANCE CHECK: When the 10 questions have been written out and answered, hand to the teacher to be graded.

UNIT J: JOB ADVANCEMENT

MODULE 43: PREPARING FOR A PROMOTION

LESSON 1: READING THE OBJECTIVE, RATIONALE AND STUDENT ACTION

STUDENT DIRECTION: Read the following Objective, Rationale and Student Action for Module 43.

OBJECTIVE: You will learn how to prepare yourself for a promotion.

RATIONALE: Many people try long and hard to get a job only to become "D" employees. Often they cannot move ahead because they do not do their best. In order for you to advance on a job, it is important that you know how to prepare for a promotion.

STUDENT ACTION:
Lesson 1 - Reading the Objective, Rationale and Student Action for Module 43
Lesson 2 - Learning How to Prepare for a Promotion

STUDENT DIRECTION: Go to Module 43, Lesson 2.

UNIT J: JOB ADVANCEMENT (1 of 2)

MODULE 43: PREPARING FOR A PROMOTION

LESSON 2: LEARNING HOW TO PREPARE FOR A PROMOTION

COMPETENCY: You will learn how to prepare for a promotion.

SUPPLIES: Paper, pen/pencil, dictionary, telephone book

STUDENT ACTION:

1. DO NOT WRITE ON THESE PAGES.
2. On a separate sheet of paper, write your name, Unit J, Module 43, Lesson 2.
3. Read and study this lesson.
4. On your paper, write out and answer the thirteen (13) questions in the reading.
5. If you need help, ask your teacher.

PREPARING FOR A PROMOTION

Let's say that you are a good, reliable worker. You have all or nearly all of the following traits employers look for in good workers.

*ability to get long with others

*dependability

*efficiency

*good health

*initiative

*reliability

*promptness

*persistence

*ability to do the work

*loyalty to the company

*helpfulness

*cheerfulness

*willingness

*determination

●(1. What does dependability mean?)
●(2. What does efficiency mean?)
●(3. What does initiative mean?)
●(4. What does reliability mean?)
●(5. What does promptness mean?)
●(6. What does persistence mean?)
●(7. What does determination mean?)

You also want to get ahead on your job. You want to plan for your future ten or twenty years from now. You want to get regular raises and promotions to better jobs. How are you going to get ahead? How can you plan now for a better life later?

Here are some steps you can take to prepare yourself for promotions.

A. Do your job well. Be a careful, efficient worker.

●(8. How can you make sure you do your job well?)

B. Improve yourself as a worker.

●(9. How can you improve yourself as a worker?)

C. Show a sense of responsibility.

D. Be willing to do extra work or work overtime.

●(10. What does work overtime mean?)

E. Watch for opportunities to advance. You can prepare for a promotion by getting more job training. Ask your boss about the type of training you need to get a promotion. You may need to get into a night class with other adults who want to improve their skills.

(11. How can you prepare for a promotion?)
(12. What may you need to do?)

F. Check with your local schools to see what adult education courses are being offered in your area.

●(13. What is the telephone number and address of the adult education program in your area?)

G. Check with Job Service for training courses offered in your area. You may get paid while you are in a training course.

PERFORMANCE CHECK: When the 13 questions have been written out and answered, hand to the teacher to be graded.

UNIT J: JOB ADVANCEMENT

MODULE 44: HOW TO ASK FOR A RAISE OR PROMOTION

LESSON 1: READING THE OBJECTIVE, RATIONALE AND STUDENT ACTION

STUDENT DIRECTION: Read the following Objective, Rationale and Student Action for Module 44.

OBJECTIVE: You will learn about the steps to ask for a raise or promotion.

RATIONALE: Many people try long and hard to get a job only to get a job but never advance. In order for you to be able to advance on a job, it is important for you to know how to ask for a raise or promotion.

STUDENT ACTION:
Lesson 1 - Reading the Objective, Rationale and Student Action for Module 44
Lesson 2 - Learning About Asking for a Raise or Promotion

STUDENT DIRECTION: Go to Module 44, Lesson 2.

UNIT J: JOB ADVANCEMENT (1 of 3)

MODULE 44: HOW TO ASK FOR A RAISE OR PROMOTION

LESSON 2: LEARNING ABOUT ASKING FOR A RAISE OR PROMOTION

COMPETENCY: You will learn what you need to do to ask for a raise or a promotion.

SUPPLIES: Paper, pen/pencil

STUDENT ACTION:

1. DO NOT WRITE ON THESE PAGES.
2. On a separate sheet of paper, write your name, Unit J, Module 44, Lesson 2.
3. Read and study this lesson.
4. On your paper, write out and answer the eighteen (18) questions in the reading.

HOW TO ASK FOR A RAISE OR PROMOTION

It seems only natural that you will want a raise or promotion from time to time. If you have worked well and have given the company an honest day's work every day you were on your job, you may get a raise or promotion. You must remember, promotions and raises will not always come your way just because you have worked for a certain number of months. It will take hard work, determination and initiative to get a raise or promotion.

(1. What seems only natural?)
(2. You may get a raise or promotion if you have done what?)
(3. What must you remember?)
(4. What will it take to get a raise or promotion?)

Below is a list of things that you should follow in order to get a raise or promotion.

*You should be able to tell why you like your job and be able to tell the part of your job that you like best.

●(5. What do you like best about this class [or your job]? Why?)

*You should be able to tell the part of your job that you do not like and be able to tell why you do not like it.

●(6. What part of your class [or job] do you not like? Why?)

*You should be able to show the quality of your work and the amount of work you do.

●(7. How much work do you do in this class [or on your job]?)

●(8. How well do you do in this class [or on your job]?)

*You should be able to show how you have improved.

●(9. How have you improved in this class [or on your job]?)

*You should be able to show that you have helped the company.

●(10. How have you helped this class [or the company that you work for]?)

*You should be able to show that you are able to get along with the people that you work with including the bosses.

●(11. Is there anyone in class [or at work] that you have trouble getting along with? Why?)
●(12. Do you get along well with your teacher [or boss]? If not, why not?)

It is best that you judge yourself and your work before you ask your boss for a raise or a promotion. It might make you feel silly if your boss asks you why you should get a raise or a promotion, and you cannot give him or her any reasons!

(13. What is it best that you do before you ask your boss for a raise or promotion?)
(14. What might make you feel silly?)

If you ask for a raise or promotion and do not get one, don't get angry and quit your job. There could be some good reasons why you did not get it even if you deserved it.

*You may be a member of a union, and all of the raises are set up in the contract between the company and the union.

*The company might not be doing well enough to give any raises.

*There may be no jobs open that you could move up to.

*There may be no jobs open that you have the training or education to be able to do.

(15. List 2 reasons that you may not get a promotion or raise even if you deserve it.)

There is also the chance that maybe your boss does not think that you have done well enough to get a raise or promotion. If this is the case, ask him or her what you need to do to improve yourself so that you can get a raise or promotion. After that, you can work on the areas that you need to improve. Then when you have improved, you can again ask the boss for a raise or promotion. This time you can show him or her that you have improved your work.

(16. What should you do if your boss does not think that you have done well enough to get a raise or promotion?)
(17. After you have improved, what can you do?)
(18. When you again ask your boss for a raise or promotion, what can you show?)

PERFORMANCE CHECK: When the 18 questions have been written out and answered, hand to the teacher to be graded.

UNIT K: TERMINATION OF EMPLOYMENT

MODULE 45: INTRODUCTION TO UNIT K

LESSON 1: READING THE OBJECTIVE, RATIONALE AND STUDENT ACTION FOR UNIT K

STUDENT DIRECTION: Read the following Objective, Rationale and Student Action for Unit K.

OBJECTIVE: You will learn the right and wrong ways of leaving a job.

RATIONALE: In today's quick-moving world, changing jobs has become an important event that happens quite often. When you change jobs, you must be very careful that you do not lose your best job reference - your former boss. For this reason, it is very important that you learn how to and how not to leave jobs.

STUDENT ACTION: MODULE 45: INTRODUCTION TO UNIT K

- Lesson 1 - Reading the Objective, Rationale and Student Action for Unit K
- Lesson 2 - Learning the Vocabulary for Unit K
- Lesson 3 - Taking a Vocabulary Quiz

MODULE 46: HOW TO LEAVE A JOB

- Lesson 1 - Reading the Objective, Rationale and Student Action for Module 46
- Lesson 2 - Learning How to Set Up a Good Job Reference
- Lesson 3 - Learning the Wrong Way to Leave a Job

MODULE 47: RESIGNING FROM A JOB

- Lesson 1 - Reading the Objective, Rationale and Student Action for Module 47
- Lesson 2 - Learning How to Resign

STUDENT DIRECTION: Go to Module 45, Lesson 2.

UNIT K: TERMINATION OF EMPLOYMENT (1 of 2)

MODULE 45: INTRODUCTION TO UNIT K

LESSON 2: LEARNING THE VOCABULARY FOR UNIT K

COMPETENCY: You will learn the vocabulary needed to understand Unit K.

SUPPLIES: Word search, pen/pencil

STUDENT ACTION:

1. DO NOT WRITE ON THESE PAGES.
2. Get a word search from your teacher.
3. Circle or mark each of the vocabulary words in the word search.
4. Study the meanings of the vocabulary words.
5. When you feel that you know the meanings of the words, go to Module 45, Lesson 3 - Vocabulary Quiz.

VOCABULARY WORDS AND MEANINGS

1. termination - the end
2. remain - to stay
3. stagnating - standing still
4. resign - to quit
5. notice - written or oral message which states a person is quitting
6. minimum - shortest or least amount
7. depart - to leave
8. former - earlier, before
9. reference - a person who can tell about the kind of worker you are
10. career - job, occupation
11. position - job
12. reason - why something happens
13. proper - correct, right
14. promotion - the act of moving to a better job in a company
15. expert - a master or professional
16. decide - to make a choice
17. decision - a choice

18.	enough	- the right amount
19.	exit	- to leave
20.	occasionally	- once in a while

PERFORMANCE CHECK: When the word search is finished, hand to the teacher to be graded.

UNIT K, MODULE 45, LESSON 2 WORD SEARCH   NAME____________________

TERMINATION
REMAIN
STAGNATING
RESIGN
NOTICE
MINIMUM
DEPART
FORMER
REFERENCE
CAREER
POSITION
REASON
PROPER
PROMOTION
EXPERT
DECIDE
DECISION
ENOUGH
EXIT
OCCASIONALLY

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T S D R R E O I F Y O U N O T I C E
E T E E E X C Y O U W I L L S E E X
R A P F A P C T H A T A L L O F X X
M G A E S E A T H E A N S W E R S T
I N R R O R S O T H E W O R D S E A
N A T E N T I R C H A R E O N T H E
A T F N P D O L E F T S I D E O F T
T I O C R E N H E W O R D S E A R C
I N R E O C A H S T A R T I N G A T
O G M C M I L T H E T O P A N D G O
N N E A O D L I N G D O W N T O T H
R O R R T E Y E B O T T U M O F T H
E T P E I E H E W O R D S E A R C H
M I R E O N O I T S H O U L D B E R
A C O R N O W E A L E A S Y F O R Y
I E P P D U A O W T O D O T H I S W
N M E O E G R O R D S E A R C H I F
R I R S C H E Y O U W E R E A B L E
E N E I I H Y T O F I N D A N D R E
S I X T S E O A D T H I S C L U E I
I M I I I L U F Y O U D I D N O T F
G U T O O L H I N D I T Y O U C A N
N M X N N O U D O O K A N Y W A Y X
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UNIT K:	TERMINATION OF EMPLOYMENT	(1 of 2)
MODULE 45:	INTRODUCTION TO UNIT K	
LESSON 3:	TAKING A VOCABULARY QUIZ	
COMPETENCY:	You will take a vocabulary quiz to see if you understand the meanings of the vocabulary words for Unit K.	
SUPPLIES:	Paper, pen/pencil	
STUDENT ACTION:	1. DO NOT WRITE ON THESE PAGES. 2. On a separate sheet of paper, write your name, Unit K, Module 45, Lesson 3. 3. Number your paper 1 to 20. 4. Next to each number, put the letter (A, B or C) which tells the meaning of the word.	

VOCABULARY QUIZ

1.	reference	A) the right amount B) a person who can tell about the kind of worker you are C) occupation, job
2.	decide	A) to stay B) to make a choice C) to quit
3.	promotion	A) written or oral message that states a person is quitting B) the act of moving to a better job in a company C) why something happens
4.	termination	A) shortest or least amount B) the end C) correct, right
5.	exit	A) a master or professional B) to leave C) earlier, before
6.	occasionally	A) once in a while B) standing still C) the right amount
7.	resign	A) to quit B) why something happens C) a choice
8.	remain	A) to stay B) to leave C) to quit
9.	decision	A) a choice B) the end C) a person who can tell about the kind of worker you are
10.	stagnating	A) standing still B) job, occupation C) leaving
11.	reason	A) correct, right B) once in a while C) why something happens
12.	enough	A) earlier, before B) shortest or least amount C) the right amount

13.	expert	A) the end B) the act of moving to a better job in a company C) a master or professional
14.	notice	A) standing still B) why something happens C) a written or oral message which states a person is quitting
15.	career	A) to leave B) to stay C) job, occupation
16.	minimum	A) shortest or least amount B) the end C) why something happens
17.	depart	A) to leave B) to stay C) to quit
18.	former	A) earlier, before B) a master or professional C) job
19.	position	A) a job B) once in a while C) to make a choice
20.	proper	A) correct, right B) wrong C) neat

PERFORMANCE CHECK: When the quiz is finished, hand to the teacher to be graded.

UNIT K: TERMINATION OF EMPLOYMENT

MODULE 46: HOW TO LEAVE A JOB

LESSON 1: READING THE OBJECTIVE, RATIONALE AND STUDENT ACTION FOR MODULE 46

STUDENT DIRECTION: Read the following Objective, Rationale and Student Action for Module 46.

OBJECTIVE: You will learn the right ways to leave a job.

RATIONALE: In today's quick-moving world, changing jobs has become an important event that happens quite often. When you change jobs, you must be very careful that you do not lose your best job reference - your former boss. For this reason, it is very important that you learn the right things that you should do to go from one job to another one.

STUDENT ACTION:
Lesson 1 - Reading the Objective, Rationale and Student Action for Module 46
Lesson 2 - Learning How to Set Up a Good Job Reference
Lesson 3 - Learning the Wrong Way to Leave a Job

STUDENT DIRECTION: Go to Module 46, Lesson 2.

UNIT K: TERMINATION OF EMPLOYMENT (1 of 2)

MODULE 46: HOW TO LEAVE A JOB

LESSON 2: LEARNING HOW TO SET UP A GOOD JOB REFERENCE

COMPETENCY: You will learn how to get a good job reference when you want to change jobs.

SUPPLIES: Paper, pen/pencil

STUDENT ACTION:

1. DO NOT WRITE ON THESE PAGES.
2. On a separate sheet of paper, write your name, Unit K, Module 46, Lesson 2.
3. Read and study this lesson.
4. On your paper, write out and answer the ten (10) questions in the reading.
5. If you need any help, ask your teacher.

SETTING UP A GOOD JOB REFERENCE

If you have ever had a job, the best reference you can give for another job is your former boss. Who could better tell about how you work than someone for whom you have worked?

(1. If you have worked before, who would be the best reference for another job?)

The best way to make sure your boss will be a good reference for you if you want to change jobs is to be a good worker. Be the kind of worker that your boss would hate to lose.

(2. What is the best way to make sure your boss will be a good reference for you?)

It is easy to be a good worker if you like your job, the other workers and your boss. There are not too many people who would leave a job like that! It is hard to be a good worker if you do not like your job, do not like the other people and do not like your boss. If this is the case, you probably will want to look for a new job. If you are on a job that you do not like, that is just the job on which you have to be a good worker no matter how hard it is! Remember, the best job reference is the person you have worked for. You have to be a good worker so that your boss will be a good reference for you.

(3. What is easy?)
(4. What is hard?)
(5. If you are on a job that you do not like, why do you have to be a good worker?)

In order to be able to use your boss as a reference on your next job, you have to know how to be a good worker. Knowing how to be a good worker is not all it takes. You must also show what you know. You must be a good worker. Do you know what it takes to be a good worker?

● (List 5 things a good worker must do.)

(6.)
(7.)
(8.)
(9.)
(10.)

PERFORMANCE CHECK: When the 10 questions have been written out and answered, hand to the teacher to be graded.

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UNIT K: TERMINATION OF EMPLOYMENT (1 of 3)
MODULE 46: HOW TO LEAVE A JOB
LESSON 3: LEARNING THE WRONG WAY TO LEAVE A JOB
COMPETENCY: You will learn why workers are fired from jobs.
SUPPLIES: Paper, pen/pencil
STUDENT ACTION:

1. DO NOT WRITE ON THESE PAGES.
2. On a separate sheet of paper, write your name, Unit K, Module 46, Lesson 3.
3. Read and study this lesson.
4. On your paper, write out and answer the ten (10) questions in the reading.
5. If you need any help, ask your teacher.

THE WRONG WAY TO LEAVE A JOB

In the last lesson, you learned how to set up a good job reference. This lesson will show you how to set up a bad job reference.

The best way to make sure that your boss will be a bad reference for you is to get fired. Do you think a boss is going to say that you are a good worker if you are fired? If you were a good worker you would not have been fired.

(1. What is the best way to make sure that your boss will be a bad reference for you?)

Here is a list of things that you can do to make sure that your boss will fire you.

*Never get to work on time. Make sure that you get to work at least 15 minutes late. It would also help if you give a poor reason for being late. "I did not wake up in time," is a good, poor reason.

•(2. Why will your boss fire you if you never get to work on time?)

*Never call in if you cannot make it to work. If you feel bad about not calling in, you could call in 1 hour after you were to start working and say that you cannot come to work. This is just about as bad as not calling in at all.

•(3. Why will your boss fire you if you do not call in when you cannot make it to work?)

*Do not follow directions. If you are told how to do a job, do it a different way. It would also help if you do it wrong and mess it up. Another thing you could do would be not to do the job at all. That will be sure to get you fired!

•(4. Why will your boss fire you if you do not follow directions?)

*Do not get along with the other workers. Tease them; argue with them; act like you are better than they are, and smart off to your boss. All of these things will show that you are the kind of worker the boss would love to fire.

● (5. Why will the boss fire you if you do not get along with the other workers?)

*Play around when you should be working. Go to the bathroom a lot. Take 10 minute breaks every 20 minutes. Stand around and watch other people do the jobs that you are supposed to be doing. Playing tricks on others when you should be working is also a good way to lose your job.

● (6. Why will the boss fire you if you play around?)

*Steal from the company. You do not have to take anything big or expensive. Even stealing little, cheap things can get you fired. Stealing is a good way to get fired and arrested.

● (7. Why will the boss fire you if you steal from the company?)

*Be careless. Do not be careful while you are working. If you are real careless, maybe you will even be able to break something or hurt someone. Maybe you will even be able to hurt yourself, then you can go home and there will be no one to do your job.

● (8. Why will your boss fire you if you are careless?)

*Do not tell the truth. If you do something wrong, blame someone else. If you do not know how to do something, say that you can do it anyway. "It wasn't me," is always a good lie.

● (9. Why will your boss fire you if you do not tell the truth?)

*Never go to work clean. Do not wash with soap and water. Do not brush your teeth. Do not comb your hair. Do not use deodorant. Wear dirty, smelly clothes to work. For sure, you will be looking for another job soon.

● (10. Why will your boss fire you if you never go to work clean?)

These are not the only things that can get you fired from a job. Other things like going to work "high" or drunk, cursing at work, showing disrespect and smoking when you are not supposed to can also get you fired. If you think hard enough, you can probably think of some other things yourself.

However, if you do not want to be fired from a job, it would be a good idea for you to do none of the things listed in this lesson.

PERFORMANCE CHECK: When the 10 questions have been written out and answered, hand to the teacher to be graded.

UNIT K: TERMINATION OF EMPLOYMENT

MODULE 47: RESIGNING FROM A JOB

LESSON 1: READING THE OBJECTIVE, RATIONALE AND STUDENT ACTION FOR UNIT K

STUDENT DIRECTION: Read the following Objective, Rationale and Student Action for Unit K.

OBJECTIVE: You will learn the correct way to resign from a job.

RATIONALE: In today's quick-moving world, changing jobs has become an important event that happens quite often. When you wish to change jobs, it is important that you know the right things to do when you resign.

STUDENT ACTION:
Lesson 1 - Reading the Objective, Rationale and Student Action for Module 47
Lesson 2 - Learning How To Resign

STUDENT DIRECTION: Go to Module 47, Lesson 2.

UNIT K: TERMINATION OF EMPLOYMENT (1 of 3)

MODULE 47: RESIGNING FROM A JOB

LESSON 2: LEARNING HOW TO RESIGN

COMPETENCY: You will learn how to resign from a job.

SUPPLIES: Paper, pen/pencil

STUDENT ACTION:

1. DO NOT WRITE ON THESE PAGES.
2. On a separate sheet of paper, write your name, Unit K, Module 47, Lesson 2.
3. Read and study this lesson.
4. On your paper, write out and answer the sixteen (16) questions in the reading.
5. If you need any help, ask your teacher.

RESIGNING FROM A JOB

Thousands of people quit their jobs every day. In some cases, it may be bad for your career to remain on one job too long, because it might show that you are stagnating or have reached the top of your level. Experts say you should never leave a position in less than two years, though. If you have not been given a promotion or a good raise after two years, maybe it is time to start looking for a better job.

(1. Why might it be bad for your career to remain on one job too long?)
(2. What do experts say?)

Wanting to get a better job is not the only reason people quit their jobs. They also quit because of poor health, moving, going back to school or being unhappy with the jobs they have.

List 5 reasons why people quit jobs.

(3.)
(4.)
(5.)
(6.)
(7.)

It is best that you learn the proper way to resign from a job. Often the way you leave a job can decide how you will get your next job.

(8. What can the way you leave a job often decide?)

*Do not "tell off" your boss and stomp out the door, slamming it behind you. If you have a lot of bad feelings about the job, that is what is likely to happen. If you have bad feelings about your job, it is far better to quietly give at least a two-weeks' notice that you are quitting. You should also keep doing your job the best you

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can until you leave. Remember, you will want your former boss to give a good reference for you. For that to happen, you should keep doing a good job.

(9. What should you do if you have bad feelings about your job?)
(10. What do you need to do so that your boss will give a good reference for you?)

*Do not quit your job until you have another one to go to. You may end up quite unhappy if you quit thinking you will find another job right away. Jobs are not always easy to find, and it could get hard getting used to not having any money because you are not working.

(11. What could get hard?)

It is also easier to get a job that you will like if you already have a job. If you look for another job while you still have one, you will not have to take just anything in order to make money. You will have time to look for something you will like.

(12. Why is it easier to get a job that you will like if you already have a job?)

*Never ask your boss if you should quit. That decision is up to you. If you need help deciding what to do, talk to your parents, your teacher or a friend.

(13. If you need help deciding what to do, to whom should you talk?)

*Give a proper notice. When you tell your boss that you are going to quit, you should give enough time so that someone else can be hired and trained to do your job. Two weeks is the minimum amount of time that you should give before you leave. If you are paid once a month, you should give one month's notice. When you give your notice, also give your reason for leaving.

(14. When you tell your boss that you are going to quit, you should give enough time so that what can be done?)
(15. When you give your notice, what should you also give?)

*Tell everyone goodbye. Give a friendly goodbye to everyone you have worked with when you depart and let them know that you liked working with them. (Even if you didn't, a little fib will not hurt you in this case.)

If you follow these ideas, you will exit with a chance for a good reference for your next job. By leaving the correct way, you will keep the friends that you have made. Friends are nice to have. Once you have started your new job, you may want to visit occasionally or call to let them know how you are doing.

(16. Once you have started your new job, what may you want to do?)

PERFORMANCE CHECK: When the 16 questions have been written out and answered, hand to the teacher to be graded.

UNIT L: EQUAL EMPLOYMENT OPPORTUNITY (E.E.O.)

MODULE 48: INTRODUCTION TO UNIT L

LESSON 1: READING THE OBJECTIVE, RATIONALE AND STUDENT ACTION FOR UNIT L

STUDENT DIRECTION: Read the following Objective, Rationale and Student Action for Unit L.

OBJECTIVE: You will learn about Equal Employment Opportunity and why it is important to you.

RATIONALE: During the past years, a growing number of changes have happened in the areas of human rights and employment. These changes are affecting life in America.

Our nation must meet the need of giving an equal opportunity for all without discriminating because of race, color, creed, sex, age, national origin, physical or mental disability or political views.

Since you are just starting to work, it is very important that you know what rights you have when you are looking for a job.

STUDENT ACTION: MODULE 48: INTRODUCTION TO UNIT L

- Lesson 1 - Reading the Objective, Rationale and Student Action for Unit L
- Lesson 2 - Studying the Vocabulary Words for Unit L
- Lesson 3 - Taking a Vocabulary Quiz

MODULE 49: WHAT EQUAL EMPLOYMENT OPPORTUNITY MEANS

- Lesson 1 - Reading the Objective, Rationale and Student Action for Module 49
- Lesson 2 - Learning About E.E.O.

STUDENT DIRECTION: Go to Module 48, Lesson 2.

UNIT L: EQUAL EMPLOYMENT OPPORTUNITY (E.E.O.)

MODULE 48: INTRODUCTION TO UNIT L

LESSON 2: LEARNING THE VOCABULARY WORDS FOR UNIT L

COMPETENCY: You will learn the vocabulary words for Unit L.

SUPPLIES: Word Search, pen/pencil

STUDENT ACTION:

1. DO NOT WRITE ON THIS PAGE.
2. Get a word search from your teacher.
3. Put your name on the top of the word search.
4. Circle or mark each of the vocabulary words in the word search.
5. Study the meanings of the vocabulary words.
6. When you feel that you know the meanings of the vocabulary words, go to Module 48, Lesson 3, Vocabulary Quiz.

VOCABULARY WORDS AND MEANINGS

1. reforms - changes
2. affecting - causing to change
3. equal - same amount
4. creed - what a person believes in
5. national origin - what nation a person or person's family came from
6. physical - having to do with the body
7. mental - having to do with the mind or the brain
8. disability - handicap
9. political - having to do with politics
10. opportunity - a chance
11. discriminate - to treat differently
12. longevity - how long a person has worked
13. deny - to turn down
14. minority - a smaller group
15. disadvantaged - not having the same as other people, having less of something

PERFORMANCE CHECK: When the word search is finished, hand to the teacher to be graded.

UNIT L, MODULE 48, LESSON 2 WORD SEARCH NAME________________________

REFORMS
AFFECTING
EQUAL
CREED
NATIONAL ORIGIN
PHYSICAL
MENTAL
DISABILITY
POLITICAL
OPPORTUNITY
DISCRIMINATE
LONGEVITY
DENY
MINORITY
DISADVANTAGED

A	R	E	R	M	I	N	O	R	I	T	Y	E	R	S	T	O	T	P	H	E
S	O	E	U	T	H	E	A	S	T	S	P	P	A	R	T	A	H	N	S	B
L	U	E	F	W	H	I	T	E	A	N	D	O	G	L	O	Y	D	W	E	L
L	C	H	E	O	E	R	T	H	E	M	O	N	L	T	S	O	V	I	C	T
O	R	Y	A	S	R	Y	E	A	D	R	S	A	N	I	D	T	I	M	E	S
I	L	O	O	H	C	M	S	I	R	I	U	O	C	D	T	L	O	F	N	U
S	O	O	U	R	O	Y	S	O	J	D	S	A	N	A	E	I	D	I	R	P
U	O	R	H	O	N	A	O	A	R	I	L	A	S	O	U	R	C	F	A	M
R	P	E	E	H	D	C	A	N	F	A	P	U	B	D	N	A	T	A	S	E
O	P	U	R	V	S	C	H	O	O	F	L	T	O	I	N	I	G	H	L	T
L	O	T	A	N	I	W	O	T	G	N	E	I	O	G	L	E	R	E	H	W
T	R	N	A	S	E	M	A	G	H	Q	O	C	O	R	A	I	H	L	F	O
R	T	L	A	N	P	H	I	E	U	Y	R	R	T	S	O	M	A	E	N	O
S	U	D	W	O	R	C	E	A	T	H	T	E	N	I	I	T	S	E	I	N
H	N	O	O	R	A	H	L	I	S	E	N	E	A	T	N	O	R	S	G	L
W	I	H	E	R	E	A	L	P	Y	N	E	D	E	E	R	G	S	O	I	I
W	T	A	S	B	O	I	R	N	H	A	I	V	M	I	N	G	T	N	R	O
D	Y	O	U	I	B	T	H	P	O	S	L	M	O	T	I	C	S	O	O	N
H	O	W	L	A	O	N	G	S	C	O	M	E	I	O	N	E	W	O	L	S
N	O	T	S	H	A	V	I	R	N	G	T	H	E	N	B	E	S	K	A	R
N	E	I	F	I	T	D	I	S	A	D	V	A	N	T	A	G	E	D	N	S
O	D	F	O	T	H	M	E	R	S	T	U	D	E	N	T	T	S	W	O	H
A	T	S	O	M	I	E	O	N	E	B	E	L	I	E	V	E	E	S	I	I
T	O	T	R	N	E	A	S	P	A	R	T	A	N	S	T	D	I	F	T	N
F	E	R	A	E	N	T	L	Y	D	E	T	E	R	C	R	E	E	D	A	C
H	K	T	M	O	L	O	N	G	E	V	I	T	Y	K	N	O	W	L	N	E
V	E	O	R	P	S	E	N	A	T	O	R	S	E	H	T	F	O	E	G	D

UNIT L: EQUAL EMPLOYMENT OPPORTUNITY (E.E.O.) (1 of 2)

MODULE 48: INTRODUCTION TO UNIT L

LESSON 3: TAKING A VOCABULARY QUIZ

COMPETENCY: You will take a quiz to see if you know the meanings of the vocabulary words for Unit L.

SUPPLIES: Paper, pen/pencil

STUDENT ACTION:

1. DO NOT WRITE ON THESE PAGES.
2. On a separate sheet of paper, write your name, Unit L, Module 48, Lesson 3.
3. Number your paper 1 to 15.
4. Next to each number, write the letter (A,B or C) that gives the meaning of the vocabulary word.

VOCABULARY QUIZ

1.	equal	A) handicap B) not having the same as other people, having less of something C) same amount
2.	longevity	A) how long a person has worked B) what a person believes in C) to treat differently
3.	political	A) having to do with politics B) having to do with the mind or the brain C) having to do with the body
4.	creed	A) causing to change B) what nation a person or a person's family came from C) what a person believes in
5.	opportunity	A) handicap B) a chance C) a smaller group
6.	affecting	A) causing to change B) turning down C) treating differently
7.	disadvantaged	A) not having the same as other people, having less of something B) how long a person has worked C) changed
8.	physical	A) having to do with politics B) having to do with the mind or the brain C) having to do with the body
9.	reforms	A) same amount B) what a person believes in C) changes
10.	national origin	A) what nation a person or a person's family came from B) not having the same as other people, having less of something C) how long a person has worked

11.	mental	A) having to do with politics B) having to do with the mind or the brain C) having to do with the body
12.	disability	A) a chance B) same amount C) handicap
13.	discriminate	A) to treat differently B) to cause to change C) what a person believes in
14.	deny	A) to give B) to take away C) to turn down
15.	minority	A) a smaller group B) a larger group C) the same amount

PERFORMANCE CHECK: When the quiz is finished, hand to the teacher to be graded.

UNIT L: EQUAL EMPLOYMENT OPPORTUNITY (E.E.O.)

MODULE 49: WHAT EQUAL EMPLOYMENT OPPORTUNITY MEANS

LESSON 1: READING THE OBJECTIVE, RATIONALE AND STUDENT ACTION

STUDENT ACTION: Read the following Objective, Rationale and Student Action for Module 50.

OBJECTIVE: You will learn about Equal Employment Opportunity.

RATIONALE: Since you are just beginning your life as a worker, it is important that you learn about Equal Employment Opportunity (E.E.O.). Knowing about your rights as a worker is essential.

STUDENT ACTION:
Lesson 1 - Reading the Objective, Rationale and Student Action for Module 49
Lesson 2 - Learning about E.E.O.

STUDENT DIRECTION: Go to Module 49, Lesson 2.

UNIT L: EQUAL EMPLOYMENT OPPORTUNITY (E.E.O.) (1 of 2)

MODULE 49: WHAT EQUAL EMPLOYMENT OPPORTUNITY MEANS

LESSON 2: LEARNING ABOUT E.E.O.

COMPETENCY: You will learn about Equal Employment Opportunity (E.E.O.).

SUPPLIES: Paper, pen/pencil

STUDENT ACTION:

1. DO NOT WRITE ON THESE PAGES.
2. On a separate sheet of paper, write your name, Unit L, Module 49, Lesson 2.
3. Read and study this lesson.
4. On your paper, write out and answer the eleven (11) questions in the reading.

E.E.O. - YOUR BASIC RIGHTS

The idea of equality (being equal) for every American is in the Constitution of the United States, but in the past this idea has been used more for the rights of Americans as voting citizens rather than as taxpaying workers. In the past, different groups such as Blacks, Women and Indians have been badly discriminated against not only on jobs but also in all parts of employment including hiring, pay, benefits and promotions.

(1. List 3 groups of people in America that have been badly discriminated against.)
(2. List 4 areas of employment in which groups have been discriminated against.)

Because the people of America finally saw what was happening, the basic rights of equality and employment have been cleared up by laws and presidential orders. These laws and orders state: EQUAL EMPLOYMENT OPPORTUNITY MEANS THAT THERE WILL BE NO DISCRIMINATION BECAUSE OF RACE, COLOR, CREED, SEX, AGE, NATIONAL ORIGIN, PHYSICAL OR MENTAL DISABILITY, OR POLITICAL BELIEF.

(3. What cleared up the idea of basic rights of equality and employment?)

This means that no one can stop you from applying for a job because of your race, color, creed, sex, age (if you are over 40), national origin, physical or mental disability, or political beliefs.

(4. What does Equal Employment Opportunity mean?)

It also means that no one can say no to hiring you for any one of those reasons, either. Just because you fit into any of those groups should not cause you to get a job or cause you not to get a job. As seen in the other units, there are many other things to judge you on to see if you should be hired. Those other things should decide whether or not you are hired, not your race, color, creed, sex, age, and so on.

● LIST 3 THINGS THAT SHOULD DECIDE WHETHER OR NOT YOU ARE HIRED FOR A JOB.

(5.)
(6.)
(7.)

E.E.O. does not mean that once you get a job you cannot be fired, held back or laid off. It does mean that you cannot be fired, held back or laid off because of your race, color, creed, sex, age, national origin, physical or mental disability or political beliefs.

(8. E.E.O. does not mean what?)
(9. What does E.E.O. mean?)

E.E.O. means that no one may get treated differently in pay, benefits, working conditions, promotions or lay offs because of his or her race, color, creed, sex, age, national origin, physical or mental disability, or political beliefs.

(10. What else does E.E.O. mean?)

GETTING THE IDEA? E.E.O. means just what it says. It means that if a woman wants a job that a man usually is hired for (like being a coal miner), she cannot be turned down just because she is a woman. If she can do the job that a man would do, she has to be given a chance to do it. There is no reason why she should be discriminated against because of her sex.

(11. What else does E.E.O. mean?)

If a handicapped person is able to do a job, in no way can that person be discriminated against because of the handicap!

PERFORMANCE CHECK: When the 11 questions have been written out and answered, hand to the teacher to be graded.

SECTION 3:

ANSWER KEYS FOR UNITS

UNIT A, MODULE 1, LESSON 2, WORD SEARCH ANSWER KEY

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                     + + + + + + + + + + + + C O L U M N + + A
EMPLOYER             V A C A N C Y + + + + + + + + + + + + + D
CONFIDENCE           A + + + + + + + + + E C N E I R E P X E V
VACANCY              B + + + + + + + + N O I T A P U C C O + E
OCCUPATION           B + + + + + + + + + + + + + + + + + + + R
WANT ADS             R W + + + + + + + + + + + + + + + + + + T
QUALIFICATIONS       E + A P P L I C A T I O N + + Y + + + + I
FRINGE BENEFITS      V + + N + + + + + + + + + + + L + + + + S
APPLICATION          I + + + T + + + + + + + + + + P + + + + E
TEMPORARY            A + + + + A G E N C Y + T E M P O R A R Y
AGENCY               T + + + + + D + + + R + + + + A + + + + +
ADVERTISE            E + R B + + + S + + + E W E I V R E T N I
EXPERIENCE           + + E A + + S A L A R Y Y + + + + + + + S
COLUMN               S T Q C + + + T + + + + + O + + + + + + N
SITUATION            I C U K + + + + + I + + + + + L + + + + + O
APPLY                T A I G + + + + + + F + + + + + P + + + + I
DESCRIPTION          U R R R + + + + + + + E + + + + + M + + + T
REQUIREMENTS         A T E O + + + + + + + N + + + + + E + + A
BACKGROUND           T N M U + + + + + + + + E + + + C + + + C
GRADUATE             I O E N + + + + + + E + + B + N + + + + I
SALARY               O C N D + + + + H + + T + + E + + + + + F
INTERVIEW            N + T + + + + S + + + + A D L G + + + + I
ABBREVIATE           + + S + + + I + + + + + I U + A N + + + L
GARNISH              + + + + + N + + + + + F + + D + U I + + A
CONTRACT             + + + + R + + + + + N + + + + A + N R + U
ANNUAL               + + + A + + + + + O + + + + + + R + N F Q
                     + + G + + D E S C R I P T I O N + G + A S
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UNIT A, MODULE 4, LESSON 2   WORD SEARCH ANSWER KEY

LEGISLATION
REGIONAL
ENCOURAGE
FUNCTION
FORECAST
EXCHANGING
EVALUATION
REFERRAL
CLIENT
COUNSELING
REPRESENT
COMPETITION
PREFERENCE
DISTRIBUTING
RECRUITING

```
L + + + + + + + + + + + + + + + + + + +
R E P R E S E N T + + + + + + + + + + +
+ + G + + + + + + + + + C + + + + + + +
+ + + I + + + + + + + + O + + + + + + +
+ + + + S + + + + + + + U + + + + + + +
+ + + + + L + + + + P + N + + + + + + +
+ + + + + + A + + + + R S + + + + + + +
+ + + F U N C T I O N + E + + + + + + +
+ + + O + + + + I + + + L F + + + + + +
D + + R + + E + + O + + I + E + + + + +
I + + E + + N + + + N + N + + R + + + +
S + + C + + C + + + R + G + + + E + + +
T + + A + + O + + + E + + + + + + N + +
R + + S + + U + + + F + + + + + + + C +
I + + T + + R + + + E + + + + + + C + E
B + + + + + A + + + R + + + + + + L + +
U + + + + + G + + + R E C R U I T I N G
T + + + + + E X C H A N G I N G + E + +
I + + + + + + V + + L + + + + + + N + +
N + + + + + + + A + + + + + + + + T + +
G + + + + + + + + L + + + + + + + + + +
+ + + + + + + + + + U + + + + + + + + +
+ + + + + + + + + + + A + + + + + + + +
+ + + + + C O M P E T I T I O N + + + +
+ + + + + + + + + + + + + I + + + + + +
+ + + + + + + + + + + + + + O + + + + +
R E G I O N A L + + + + + + + N + + + +
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A,1,1 - None (Option: Write out Objective and Rationale.)

A,1,2 - See Word Search Keys.

A,1,3

1. B
2. A
3. A
4. C
5. B
6. A
7. B
8. B
9. C
10. A
11. A
12. C
13. C
14. A
15. B
16. C
17. C
18. C
19. A
20. A
21. C
22. C
23. A
24. A
25. A

A,2,1 - None (Option: Write out Objective and Rationale.)

A,2,2 - Write the names of 5 people...(plus) addresses, zip code, telephone number and how this person could help you find a job. ANSWERS WILL VARY.

A,2,3 - Letter to a contact - grade accordingly

A,3,1 - None (Option: Write out Objective and Rationale.)

A,3,2 - None (Study for abbreviation quiz)

A,3,3 - Quiz on Abbreviations

1. ext.
2. mach.
3. pd.
4. bus.
5. coll.
6. hrly.
7. adv.
8. gen.
9. sal.
10. p.m.
11. yr.
12. asst.
13. hosp.
14. pt.
15. aft.
16. sr.
17. ind.
18. trnee.
19. jr.
20. dir.
21. ref.
22. appt.
23. pref.
24. gd.
25. mgr.
26. typ.
27. rm.
28. a.m.
29. mo.
30. wkr.
31. secy.
32. bet.
33. nec.
34. temp.
35. H.S.
36. wk.
37. U-W
38. wpm
39. shrhd.
40. etc.
41. manuf.
42. clk.
43. med.
44. co.
45. lic.
46. incl.
47. oper.
48. eves.
49. maint.
50. elec.
51. b.a.
52. hvy.
53. exc.
54. bldg.
55. const.
56. comm.
57. eqpt.
58. ins.
59. ftr.
60. dept.
61. mech.
62. lt.
63. hr.
64. exp.
65. empl.

A,3,3 cont.

66. corp. 67. hqtrs. 68. div. 69. bgn. 70. grad.

A,3,4	QUESTIONS		ANSWERS
1.	What job is being advertised?	1.	waitresses
2.	When would you be working?	2.	a.m. and p.m. (or) morning and night
3.	What is the requirement...?	3.	must enjoy working with people
4.	Is experience necessary?	4.	No
5.	How do you apply...?	5.	in person
6.	When do you apply...?	6.	between 4:00 and 6:30 p.m., Mon. Wed. or Fri.
7.	Where do you apply?	7.	Personnel Office
8.	What job require experience?	8.	cashiers and drink person
9.	Where do you apply?	9.	Job Service, 923 So. 6th
10.	What days would you have to work?	10.	Monday, Thursday, Sunday
A,3,5			
1.	What job is available?	1.	cooks/cooking
2.	Where...?	2.	Burger Giggy, 1234 South Reaves Ave.
3.	How do you apply?	3.	in person
4.	When do you apply?	4.	between 2 and 4 p.m.
5.	Do you have to know how to cook?	5.	no-but experience is preferred
6.	What job is available?	6.	It doesn't say.
7.	When would you work?	7.	evenings and weekends, some days
8.	How do you apply?	8.	in person
9.	Where do you apply?	9.	Weezis Cheese Shop, 1330 No. South St.
10.	What is required?	10.	reference/references

A,3,6

1. If you want a job doing office work, what would you do?	1. Send handwritten resume to Box LP 107 JOURNAL TIMES
2. If you enjoyed selling things, for what two jobs might you apply?	2. Door-to-door Brush-Flush Sales and Manly Clothes
3. Do you need experience.. dental laboratory? Why/ Why not?	3. No exp. nec. - we shall train.
4. If you were in college,... what would you do?	4. Call 555-1212 and ask for Gary.
5. What are the three requirements..yardman/handyman?	5. reliable, honest, good references
6. What would you do if you liked sewing?	6. Call 143-1176 between 6 and 9 p.m.
7. ...dental laboratory full time...?	7. part-time
8. What does "exp. pref." mean in ad E?	8. experience preferred
9. What time would you call... needlecraft?	9. between 6 and 9 p.m.
10. What would you do if you wanted a job as a yardman/ handyman?	10. Call GJD's Employment Agency, Monday, Thursday or Friday.

A,3,7 Answer these questions on 2 want ads written from the paper.

1. Name of job?	1. ANSWERS WILL VARY
2. Location?	2. ANSWERS WILL VARY
3. Name of Company?	3. ANSWERS WILL VARY
4. Whom to call or write...?	4. ANSWERS WILL VARY
5. Where to apply?	5. ANSWERS WILL VARY
6. When to apply?	6. ANSWERS WILL VARY
7. Requirements?	7. ANSWERS WILL VARY
8. Hours to be worked?	8. ANSWERS WILL VARY
9. Salary?	9. ANSWERS WILL VARY

A,3,7

10. What experience is needed?	10. ANSWERS WILL VARY

A,3,8 Answer these questions on 2 want ads written from the paper.

1. ...Required to do?	1. ANSWERS WILL VARY
2. Can you do this job?	2. ANSWERS WILL VARY
3. Do you have the proper attitude...?	3. ANSWERS WILL VARY
4. ...physically able...?	4. ANSWERS WILL VARY
5. How will you get to work...?	5. ANSWERS WILL VARY
6. ...special skills needed? If so, what...?	6. ANSWERS WILL VARY
7. If skills needed, do you have these skills?	7. ANSWERS WILL VARY
8. If you do not have the skills, how can you get them?	8. ANSWERS WILL VARY
9. List 2 jobs like this one.	9. ANSWERS WILL VARY
10. Would you like to do any of the similar jobs? If so, which one/ones?	10. ANSWERS WILL VARY

A,4,1 None (Option: Write out Objective and Rationale.)

A,4,2 See word search keys.

A,4,3 VOCABULARY QUIZ

1. B
2. A
3. A
4. B
5. C
6. C
7. A
8. C
9. C
10. C
11. A
12. A
13. B
14. A
15. A

A,4,4

1.	How are public employment agencies different from private employment agencies?	1.	Public employment agencies do not take any money.
2.	What is the role of a public employment agency?	2.	to serve employers who have jobs and persons who need jobs
3.	What match does a public employment agency try to bring about?	3.	to place persons in jobs which suit them (and/or) filling jobs with qualified people

4. List 5 services offered by a public employment agency; any 5 of the following:

*Job counseling
*Aptitude testing
*Skill evaluation
*Direct job referral
*Placement
*Helping in deciding manpower needs
*Testing job applicants for certain skills
*Recruiting qualified persons

5.	What fee does a public employment agency charge?	5.	none
6.	Who can use...?	6.	everyone
7.	Any try to find a job should include what?	7.	a visit to a public employment agency
8.	What would you fill out... (at) Job Service?	8.	Fill out the application form.
9.	What will decide if you are sent out to a job...?	9.	depends on if a job is open
10.	If you do not hear from Job Service..., what should you do?	10.	Call the office and let them know that you are still looking for a job.

A,4,5

1.	What will you do on your first visit to Job Service?	1.	fill out a form that tells about your training, experience and job interests
2.	People who use Job Service can find out about openings in what 3 areas.	2.	this area, the state, the nation

3.	What information does a Job Order give you about a job?	3.	job description, requirements, wages and benefits, hours, work required, type of industry, location
4.	Whom do counselors know?	4.	people who can set up jobs for people
5.	What are referrals?	5.	job interviews
6.	What is posted on a bulletin board?	6.	jobs for which there is a strong need
7.	Why do they post these?	7.	to show which skills are needed to fill these jobs
8.	Job Service offers testing for whom?	8.	people who have not yet found their place in the world of work
9.	What does the G.A.T.B. show?	9.	which types of jobs that you would be able to learn to do
10.	What does the Interest Assessments show?	10.	what interests you have

A,4,6

1.	Job Service offers counseling made for what kind of person?	1.	a person who cannot find a job without help
2.	What do Job Service counselors do for people... (with) problems?	2.	These people are sent to social or governmental agencies that help people with these types of problems.
3.	Which group or groups might you fall into?	3.	ANSWERS WILL VARY.
4.	Which of these things do you need to improve?	4.	ANSWERS WILL VARY.
5.	What type of person is at each Job Service office?	5.	a person who helps handicapped workers who need help
6.	Where will a handicapped person be sent...?	6.	to a job opening picked to avoid work that might make the handicap worse or cause a safety hazard
7.	What does Job Service do when vocational rehabilitation is needed?	7.	tell a person to apply for programs at other state agencies

A,4,6

8.	What do youth in Job Corps get?	8.	spending money, room and board, health care and clothing
9.	Job Service sets up programs made for whom?	9.	DCFS clients
10.	What is the purpose of the programs?	10.	to make DCFS clients independent adults

A,4,7

1.	What are private employment agencies - (P.E.A.)?	1.	money-making businesses
2.	By whom are products and services paid?	2.	the jobseeker or the company hiring the jobseeker
3.	What are P.E.A. sometimes called?	3.	job middlemen
4.	Agencies contract to do what for jobseekers?	4.	job finding
5.	Agencies contract to do what for companies?	5.	fill job openings
6.	What 2 things will cause agencies not to stay in business long?	6.	A) if it sends to companies jobseekers who cannot do the job..., or B) it does not place jobseekers in jobs that they like

7. List 5 services P.E.A. may give; any 5 of the following:

(for a person)

*Job referral
*Several job referrals
*Aptitude testing
*Job preference testing
*Ability evaluation
*Career counseling
*Help in preparing applications
*Help in preparing resumes
*Coaching on interviewing
*Coaching on ways of applying for a job

(for a company)

*Advertising
*Testing
*Screening
*Pre-employment training

A,4,7 cont.

8.	What is the application at P.E.A.?	8.	a legal contract
9.	If a P.E.A. finds you a job.., who pays the fee?	9.	You pay the fee.
10.	What is the main way P.E.A. differs from Job Service?	10.	P.E.A. charges a fee; Job Service is free.

A,4,8

List names, addresses, telephone numbers of 5 employment agencies plus Job Service - ANSWERS WILL VARY (AWV)

A,5,1 None (Option: Write out Objective and Rationale.)

A,5,2

1.	How much of the school day do students in a coop. educ. class spend in school?	1.	half of the school day
2.	...on the job?	2.	half of the school day
3.	How many credits...?	3.	2 credits
4.	Who approves work sites?	4.	teacher
5.	How many hours per week should you work?	5.	12-15 hours
6.	Who gives you a grade for your job?	6.	your employer
7.	What are the 3 requirements to get into a CWT program?	7.	*16 years old by October 15 *Counselor/Dean Recommendation *Teacher's ok
8.	What program...a stock clerk?	8.	Distributive Education
9.	Work at a day care center?	9.	Home Economics Occupations
10.	If you were 15 years old...?	10.	Work Experience Career Exploration Program

11. ... 3 career areas for DO (ANY THREE OF THE FOLLOWING:)

*Autobody
*Auto Mechanics
*Printers
*Radio
*Meat Cutters
*Dental Assistants
*Medical Assistants

12.	If you wanted to be a secretary...?	12.	Office Occupations
13.	...if you were handicapped?	13.	Special Education Work Program

A,5,3 - ANSWERS WILL VARY

a) find out the name of a work-study program in your school
b) tell about the program
c) list 5 different jobs for the program

A,6,1 None (Option: Write out the Objective and Rationale.)

A,6,2

1.	What may you be able to do if you know what work you want to do?	1.	go to a labor or trade union to help you get a job in that area
2.	How are union hiring lists set up?	2.	The names of the people who have worked the longest are placed on the top of the list.
3.	What is the only way that you can learn some jobs?	3.	by joining an apprenticeship program
4.	What chance can an apprenticeship program give you?	4.	a chance to earn money while learning a trade
5.	What keeps up the standards...?	5.	agreements with unions and the U.S. Department of Labor
6.	Who runs apprenticeship programs?	6.	ANY 2 OF THE FOLLOWING: *The union *The union and a company *A group of companies
7.	What are two ways to join an apprenticeship program?	7.	go to the union and apply or get a job with a company that has an apprenticeship program

8.	Where can you find a list of apprenticeship programs?	8.	in the OCCUPATIONAL OUTLOOK MANUAL
9.	What do most professional and trade groups have?	9.	a list of jobs in their areas
10.	Where are the jobs listed?	10.	in a journal or newsletter
11.	How can other groups help you find a job? (any answers)	11.	a) Introduce you to an employer b) Give you a job lead c) Give you a referral d) Programs to help youth in finding jobs
12.	What 4 agencies are a big source of jobs?	12.	city, county, state and federal agencies
13.	Where must civil service jobs be listed?	13.	in public buildings
14.	Name a place in your area where civil service jobs would be listed?	14.	ANSWERS WILL VARY
15.	Why is it wise to get your name on a civil service list...?	15.	Openings happen very often, and the person whose name is at the top of the list is the first to be interviewed.

UNIT B, MODULE 7, LESSON 2 WORD SEARCH ANSWER KEY

CONTROVERSIES
MEDIOCRE
STRICTLY
REFLECT
ACCOMPLISHMENTS
EXAGGERATIONS
MISREPRESENTATIONS
PROOFREAD
FORMAT
CATEGORIES
CHRONOLOGICAL
ADAPTED
ENVIRONMENTS
RELEVENT
OBJECTIVE
CRUCIAL
FUNCTION
GEOGRAPHICAL
IMPRESSIVE
APPROPRIATE
REVEAL
REQUEST
MATURE
VERSATILE
PROSPECTIVE

```
C A T E G O R I E S + + + G + P + + + A
O B J E C T I V E + + + + E + R + + I C
N + + + + + + + + + + + + O + O + + M C
T + + + + + + + + + + + + G + S + + P O
R E F L E C T + + + + + + R + P + + R M
O + + + + + + + + + + + + A + E + + E P
V E R S A T I L E + + + + P + C + + S L
E X A G G E R A T I O N S H + T + + S I
R + + + + + + + + + + + + I + I + + I S
S + + + + + + + + + + + + C + V + + V H
I + + + + + + + + + + + + A R E + + E M
E N V I R O N M E N T S + L + U + + + E
S T R I C T L Y E + + + + + + + C + + N
+ + + + + + + + + D + + + + + + + I + T
+ + + + + + + + + + I + + + + + + + A S
+ + F U N C T I O N + O + + + + + + + L
+ + + + + + + + + + + + C P + + + + + +
C H R O N O L O G I C A L R + + + + + +
M + + E + + + + + + + D + O E + + + + +
A + + + L + + + + + + A + O + + + + + +
T + + + R E Q U E S T P + F O R M A T +
U + + + + + V + + + + T + R + + + + + +
R + + + + + + E + + R E V E A L + + + +
E + + + + + + + N + + D + A + + + + + +
+ + + + + + + + + T + + + D + + + + + +
+ + + + + A P P R O P R I A T E + + + +
M I S R E P R E S E N T A T I O N S + +
```

ANSWER KEY - UNIT B

B,7,1 - None (Option: Write out Objective and Rationale)

B,7,2 - See Word Search Key

B,7,3 -

1. B
2. A
3. A
4. C
5. B
6. A
7. C
8. C
9. C
10. A
11. B
12. A
13. C
14. B
15. B
16. C
17. B
18. B
19. A
20. A
21. C
22. C
23. B
24. C
25. A

B,8,1 - None (Option: Write out Objective and Rationale)

B,8,2

QUESTIONS	ANSWERS
1. What is the purpose of a resume?	1. to get you invited to an interview
2. Where do job offers usually come from?	2. personal interviews
3. The resume should make you do what?	3. stand out above all the other applicants
4. What should the resume prove to you?	4. You are one of the people that the prospective employer would like to get to know better and maybe hire.
5. The resume gives you a chance to show what?	5. your good points in a way that is personal, businesslike, professional, attractive, correct and complete
6. What is a resume?	6. a full representation of you
7. Is hiring strictly done by qualifications?	7. no
8. What does "hiring" mean?	8. choosing the person who appears to be the all-around best person for the job during the interview
9. What do most employers feel about a person who lacks certain skills?	9. He/she can be trained.

B,8,2

10.	What two things should you remember when writing your resume?	10.	a) Your resume must be one that will be picked from a stack of hundreds. b) Your resume must do you full justice.
11.	What final point should you keep in mind?	11.	There is no such thing as a perfect resume.
12.	What will catch up with you?	12.	lie, exaggerations and misrepresentations
13.	Why should you say only what needs to be said in a resume?	13.	You want the employer to invite you to an interview to find out more.
14.	Why do you think many employers like to see only one page resumes?	14.	STUDENT OPINION, grade accordingly
15.	Why should a friend look at your resume?	15.	to make comments, give suggestions and proofread
16.	How should the final resume look?	16.	...professional

B,8,3

1.	Into what two (2) categories do most resumes fall?	1.	functional and chronological
2.	Which format is most common?	2.	chronological
3.	Why is the chronological format a good one to use?	3.	It can easily be adapted to application forms.
4.	What should you do if there is no good reason for using certain information about yourself?	4.	It is usually better not to furnish too much information about yourself.
5.	Should your job objective be a long-range goal or a short-range objective	5.	a short-range objective
6.	What three (3) things should the objective statement tell?	6.	job function, type of employer and geographic area

B,8,3

7.	What is one of the qualities that can cause your resume to be chosen over all of the rest?	7.	a correct, well-developed objective statement
8.	If you have not developed at least a general objective, what is probably true?	8.	You are not ready to write your resume.
9.	Why should you not forget about your educational experiences and the ones that go with education?	9.	This is a good chance to show some of your personal strengths and accomplishments (and/or) this is yet another chance to catch the interest of the person reading your resume.
10.	How do you usually begin if you use the chronological format?	10.	with the last job you had
11.	What should you tell about your job or jobs?	11.	dates, names and place of the employer(s); your job and title when leaving; a short description of responsibilities and duties, and any special accomplishments or recognition
12.	What should you stress?	12.	accomplishments which point to your objective
13.	What should you do if you have had many jobs?	13.	just stress the ones you feel are important
14.	What may it be better to do if your career has been short and seems to point to the line of work that you are looking for?	14.	start with the first job you ever had and end with the last one
15.	What will your prospective employer be asking?	15.	"How does this apply to a job in my company?"
16.	How do you list the jobs in chronological format?	16.	You list the jobs in backwards or forwards order.
17.	What two (2) questions will the employer be asking when he/she reads about your jobs?	17.	"What were the results of what you did?" "How does this apply to the job I have to offer?"

B,8,3

18.	What do you do after you have listed all of the tasks that you did?	18.	make a simple chronological listing of each job you have held
19.	What are three (3) things that you can tell about under the heading of personal interests?	19.	any three (3) of the following: your hobbies, the sports you enjoy, books or magazines you like, your pets
20.	What sentence should you use when you write REFERENCES on your resume?	20.	"References will be provided upon request."
21.	Why is it better to tell about references later?	21.	Some references may be better than others for a certain job, (and/or) if your references are snowed under by requests, some may quit as your references.
22.	What are three (3) other things that you could put in your resume?	22.	date of the resume, social security number, whether you have a driver's license or not
23.	List the six (6) major headings of information that should be included in a resume?	23.	personal, work experiences, job objective, personal interests, education and references

B,8,4

1.	What four (4) things does a resume tell about you?	1.	your job goal or job objective, your education, your experiences, your skills
2.	Your name?	2.	ANSWERS WILL VARY (AWV)
3.	Your Street Address?	3.	(AWV)
4.	Your City, State and zip code?	4.	(AWV)
5.	Your telephone number, including area code?	5.	(AWV)
6.	Your Social Security number?	6.	(AWV)
7.	Whom do you know that would be able to take a message for you?	7.	(AWV)

B,8,4

8.	What is his/her telephone number, including area code?	8.	(AWV)
9.	What job would you like to have after you graduate from high school?	9.	(AWV)
10.	In what career area does that job belong?	10.	(AWV)
11.	What kind of work do you like to do now?	11.	(AWV)
12.	What talents do you have?	12.	(AWV)
13.	In what area or areas could your talents help you to get a job?	13.	(AWV)
14.	Name of high school?	14.	(AWV)
15.	Street address of high school?	15.	(AWV)
16.	City, State and zip code of high school?	16.	(AWV)
17.	The last grade you have completed?	17.	(AWV)
18.	Any other training?	18.	(AWV)
19.	Work experience?	19.	(AWV)
20.	Specific skills?	20.	(AWV)
21.	What should you write for REFERENCES on your resume?	21.	"Reference will be provided upon request."

B,8,5 - STUDENT RESUME, grade accordingly

B,8,6

1.	What did you forget to put in your resume?	1.	(AWV)
2.	What parts need improvement?	2.	(AWV)
3.	Will the employer want to interview you?	3.	(AWV)

B,8,6

4.	Have you shown your past experience to your best advantage?	4.	(AWV)
5.	Does your resume show the real you?	5.	(AWV)
6.	Did you make it the right length with plenty of white space?	6.	(AWV)
7.	What would your English teacher think of it?	7.	(AWV)
8.	Can you back up each thing that you have written?	8.	(AWV)
9.	Is anything exaggerated?	9.	(AWV)
10.	Is your job objective clearly stated?	10.	(AWV)
11.	Does everything you have listed in your resume back up your job objective?	11.	(AWV)
12.	In reading your resume from an employer's point of view, have you shown yourself as a good worker?	12.	(AWV)
13.	Have you been positive?	13.	(AWV)
14.	Have you used the right words?	14.	(AWV)
15.	Have you done your resume as well as you can?	15.	(AWV)

UNIT C, MODULE 9, LESSON 2 WORD SEARCH ANSWER KEY

SALESMANSHIP
BODY OF LETTER
EVIDENCE
CONVINCE
SELF-CONFIDENCE
INSIDE ADDRESS
POSITION
CONDITIONS
TACTFUL
REFUSE
POSITIVE
RESPECT
RESPONSE
REASONABLE
INQUIRY
COURTESY
APPRECIATE
ACCEPTANCE
DELAY
REJECTION
COMPLIMENTARY
CLOSING
SIGNATURE
ENCLOSURE
SALUTATION
HEADING

```
S A L E S M A N S H I P + + + + + + + +
B O D Y O F L E T T E R + + + + + + + +
D R E V I D E N C E + + + + + + + + + +
E E S C O N V I N C E + + + + + + + + +
L J I E S E L F C O N F I D E N C E + +
A E G N + I N S I D E A D D R E S S + +
Y C N C + + P O S I T I O N + + + + + +
+ T A L + + + C O N D I T I O N S + + +
+ I T O + + + + T A C T F U L + + + + +
+ O U S + + + + + R E F U S E + + + + +
+ N R U + + + + + + P O S I T I V E + +
+ + E R + + + + + + + R E S P E C T + +
+ + H E A D I N G + + + R E S P O N S E
R E A S O N A B L E + + + + + + + + + +
+ I N Q U I R Y S A L U T A T I O N + +
+ + C O U R T E S Y + + + + + + + + + +
+ + + A P P R E C I A T E + + + + + + +
+ + + + A C C E P T A N C E + + + + + +
C O M P L I M E N T A R Y C L O S I N G
```

ANSWER KEY - UNIT C (Page 1 of 7)

C,9,1 - None (Option: Write out Objective and Rationale)

C,9,2 - See word search key

C,9,3
1. C
2. B
3. B
4. A
5. C
6. B
7. A
8. C
9. C
10. B
11. A
12. A
13. B
14. C
15. C
16. A
17. A
18. A
19. B
20. B
21. C
22. C
23. A
24. B
25. C

C,10,1 - None (Option: Write out Objective and Rationale)

C,10,2 - 1-4 List four (4) reasons for using a telephone

ANSWER 1-4 (1) set up interviews; (2) employers contact people (3) to follow up on letters (4) to follow up on leads

C,10,2

	QUESTIONS		ANSWERS
5.	What is the purpose of a telephone call in answering a want ad?	5.	to set up an interview
6.	What should a person never do?	6.	try to apply...over the phone
7.	What is very important in your job hunt?	7.	skillful use of the telephone
8.	When you plan your call, what should you keep in mind?	8.	the purpose of the call (and/or)an outline of the points you wish to cover
9.	After you greet the person, what should you do?	9.	tell the person who you are
10.	How should you speak on the telephone?	10.	clearly, not too fast and not too loud or soft
11.	If you do not hear something, what should you do?	11.	Ask..."repeat that, please."
12.	How should you close the telephone call?	12.	pleasantly
13.	What may you want to do before calling?	13.	practice
14.	How should you end your call?	14.	with a friendly feeling
15.	What may ending with a friendly feeling do for you?	15.	The employer may remember you.

C,10,3 - Practice telephone call

C,11,1 - None (Option: Write out Objective and Rationale)

C,11,2

	QUESTIONS		ANSWERS
1.	As a person selling yourself, what four (4) things should you do?	1.	(a) learn all that you can about the employer (b) know what you have to offer (c) know why you want to work (d) be a super salesperson
2.	What are the two (2) purposes of the letter you send?	2.	(a) to introduce you (b) to start some interest and curiosity...
3.	What is the purpose of the first paragraph?	3.	to get the reader's attention
4.	How can you set up a link between what you have to offer and what the employer needs?	4.	by telling some high points in your background that go along with the employer's needs
5.	Why is it better to offer evidence of your abilities?	5.	to convince an employer that you are the right person for the job and/or be like a lawyer giving proof
6.	How can you start action in your letter?	6.	by asking the employer for an interview
7.	Why must you make sure your letter is very neat, mistake-free and set up well.	7.	An attractively packaged product sells best.
8.	Why should the letter not be too long?	8.	ANSWERS WILL VARY.
9.	Why should the letter not be too short?	9.	ANSWERS WILL VARY.
10.	What will probably happen to a poor letter	10.	end up in the waste-basket
11.	If you have not had an answer..., what can you do?	11.	call on the telephone

C,11,3

1.	What can you do if you do not ...meet the employer face-to-face?	1.	fill out an application or a resume

C,11,3

2.	In cases that you do not get to meet the employer, what should you have ready?	2.	a letter of introduction
3.	Why should your letter be typed/ printed neatly?	3.	The employer does not want...to figure out your writing.
4.	Where do you put your address and date?	4.	upper right side
5.	Where does the inside address go?	5.	left side
6.	What should you do if you do not know the name of the person?	6.	Just put down "Personnel Manager" and the company name.
7.	What should you do if you do not know the company name?	7.	Leave it out and print the address given in the ad.
8.	What do you use after the greeting?	8.	a colon (:)
9.	After the greeting, you should print one or two sentences telling what?	9.	your reason for sending the letter
10.	What word should you use for the closing?	10.	"Sincerely"
11.	What is a signature?	11.	ANSWERS WILL VARY--your written name.

C,11,4 Letter of Introduction

C,11,5

1.	What is the purpose of a letter of application?	1.	To get an interview
2.	When is a letter...written?	2.	when a person has heard of a job opening
3.	Why is it written?	3.	It is not possible to get an interview.
4.	Write a heading/date block that you would use...	4.	ANSWERS WILL VARY.
5.	Write an inside address for a letter sent to a teacher at school.	5.	ANSWERS WILL VARY.

6.	Write a salutation for a letter to a teacher.	6.	ANSWERS WILL VARY.
7.	What does part 1 do?	7.	tells why you have written the letter
8.	What does part 2 do?	8.	tells you have the education and training
9.	What does part 3 do?	9.	tells you have worked before
10.	What does part 4 do?	10.	tells... that he/she can contact someone and ask about you
11.	What does part 5 do?	11.	leaves the door open
12.	Write a complimentary closing...	12.	ANSWERS WILL VARY.
13.	Write your signature.	13.	ANSWERS WILL VARY.
14.	What is the purpose of an enclosure?	14.	gives the employer more information
15.	Make a copy of the sample for letter of application.	15.	sample form of a letter of application

C,11,6

1. Why will you need to be careful...? 1. so that it will get you an interview

List the four things a letter... must do.

(2-5 in any order)

2. must stand out
3. must sell you
4. must show that you are a solid, sincere and independable person
5. must make the employer want to meet you
6. Why should you plan when your letter will arrive? 6. Mondays and Fridays are busy days---the employer may not give his full attention to it.

List three (3) things that you should not do in the PERSONAL INFORMATION AREA:

7. ANSWERS WILL VARY.
8. ANSWERS WILL VARY.
9. ANSWERS WILL VARY.

List three (3) things that you should not do in the JOB INFORMATION AREA.

10. ANSWERS WILL VARY.
11. ANSWERS WILL VARY.
12. ANSWERS WILL VARY.

List three (3) things that you should not do in the OTHER INFORMATION AREA.

13. ANSWERS WILL VARY.
14. ANSWERS WILL VARY.
15. ANSWERS WILL VARY.

List five (5) reasons why letters...are thrown out.

16. ANSWERS WILL VARY.
17. ANSWERS WILL VARY.
18. ANSWERS WILL VARY.
19. ANSWERS WILL VARY.
20. ANSWERS WILL VARY.

C,11,7 Letter of Application

C,11,8 - An Addressed Envelope

C,12,1 - None (Option: Write out Objective and Rationale)

C,12,2

	QUESTIONS		ANSWERS
1.	What is the main thing to remember?	1.	Job success depends on how well you can build good will with your employer and fellow employees.
2.	What must the feeling you set up do?	2.	cause the employer to hire you or help you find a job
3.	What should you always be prepared to do?	3.	make a walk-in applicaton
4.	What should you always have with you...?	4.	pocket resumes (and/or) self-confidence, a winning smile, enthusiasm and determination
5.	List three (3) things that you should know about the business.	5.	1) what the business does 2) kinds of jobs 3) its service area 4) its history 5) goals 6) set up 7) problems (ANY THREE OF THE ABOVE)
6.	List three (3) ways that you can find out about a business.	6.	1) someone can tell you 2) sales pamphlets 3) advertising 4) the yellow pages (ANY THREE OF THE ABOVE)
7.	What is the best time for the Walk-in Approach?	7.	bright and early in the morning
8.	If the time you pick to go is not good, what should you do?	8.	set up a time when you can come back later
9.	What should you wear?	9.	what you would if you already had the job, or better
10.	What should you be?	10.	alert, poised and dynamic (and/or) enthusiastic, positive and determined
11.	How long should you plan to talk...?	11.	5 to 10 minutes (and/or) however long it takes
12.	What should you do if you do not know what to say?	12.	Let the employer take the lead.

C,12,3 - *SUPPLY A POCKET RESUME FOR THE STUDENT TO COMPLETE

C,12,4 - Copy of a check list for a job interview:

PREPARATION	APPEARANCE	INTERVIEW	TEST
" " " " "	" " " " "	" " " " "	" "
" " " " "	" " " " "	" " " " "	" "
" " " " "	" " " " "	" " " " "	" "
" " " " "	" " " " "	" " " " "	" "
" " " " "	" " " " "	" " " " "	" "

UNIT D, MODULE 13, LESSON 2 WORD SEARCH ANSWER KEY

ADDRESS
APPRENTICE
APTITUDE
ARREST
BIRTH CERTIFICATE
BLANK
BONDED
CHARACTER
CHRONIC
CITIZEN
COMPANY
COMPENSATION
COMPLETE
CONFIDENTIAL
CONVICTED
COURSES
DEFECT
DEPENDENT
DISABILITY
DISCHARGED
DOCUMENTS
EDUCATION
ELIGIBLE
EMERGENCY
EMPLOYED

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C O M P L E T E + D I S C H A R G E D + +
E B + + K N A L B E M P L O Y E D + + + +
D + I + + + + I + P M + + A + A + + + + +
U + + R + + + G D E F E C T P B R + + + +
C + + + T + + I + N + + R + + T O R + + +
A O + + + H + B + D + + + G + + I N E + +
T + U + + + C L + E + + + + E + + T D S +
I + + R + + + E + N + + + + + N + + U E T
O + + + S + + + R T Y N A P M O C + + D D
N + + + + E + + + T C I T I Z E N Y + O E
+ + + + + + S + + D I S A B I L I T Y C S
+ + + + + + + + + + + F + + + + + + + U S
C O N F I D E N T I A L I + + + + + + M E
+ + + + + D E T C I V N O C + + + + + E R
+ C I N O R H C O M P E N S A T I O N N D
+ + + + + + + + + C H A R A C T E R + T D
+ + + + + + + A P P R E N T I C E + + S A
```

UNIT D, MODULE 13, LESSON 4 WORD SEARCH ANSWER KEY

FEDERAL
FEE
FELONY
FIRM
HEALTH
ILLNESS
INFORMATION
INJURY
INSTITUTION
INSURANCE
INTERVIEWER
LEGIBILITY
LOCATION
MAIDEN NAME
MARITAL STATUS
MEDICAL
MISDEMEANOR
MISREPRESENTATION
NATURALIZED
NOTIFICATION
OMISSION
OPERATOR
ORGANIZATION
PERMANENT

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Y R U J N I M R I F N O I T A M R O F N I
+ L A R E D E F + + + L E G I B I L I T Y
+ + L A C I D E M A N N E D I A M + + + +
+ + + + + + + + N O I T A C I F I T O N +
D E Z I L A R U T A N H T L A E H + E E F
R E W E I V R E T N I + + S S E N L L I +
S U T A T S L A T I R A M R O T A R E P O
+ + + + + + + + + N O I T A Z I N A G R O
E C N A R U S N I + + + + N O I S S I M O
+ + R O N A E M E D S I M N O I T A C O L
+ + + + + T N E N A M R E P + + + + + + +
+ + + + N O I T U T I T S N I Y N O L E F
M I S R E P R E S E N T A T I O N + + + +
```

UNIT D, MODULE 13, LESSON 6   WORD SEARCH ANSWER KEY

PERSONNEL
PHYSICAL
PRIVATE
RECORD
REFERENCE
RELATIONSHIP
RELATIVES
RESIDENCE
REVERSE SIDE
SELF-EMPLOYED
SEX
SOCIAL SECURITY
SPECIFY
SPOUSE
STATUS
SUPERVISOR
TYPE
ZIP CODE
CONCISE
ELEMENTARY
COMPLETED
DENIED
FORMER
ESSENTIAL
DETERMINE

```
P P P S + + + + + + + R R + S E C S D E
R E H R E F E R E N C E E + U L O O E S
R E R Y I X + + + Z O L L + P E M C N S
E + C S S V + + + I N A A + E M P I I E
S S S O O I A + + P C T T + R E L A E N
I P P T R N C T + C I I I + V N E L D T
D + E O A D N A E O S O V + I T T S F I
E + + C U T T E L D E N E + S A E E O A
N + + + I S U Y L E + S S + O R D C R L
C + + + + F E S P + + H + + R Y + U M +
E + + + + + Y + + E + I + + + + + R E +
+ + + + + S E L F E M P L O Y E D I R +
+ + + + + + + + + + + E N I M R E T E D
R E V E R S E S I D E + + + + + + Y + +
```

ANSWER KEY - UNIT D (1 of 8)

D,13,1 - None (Write Objective and Rationale.)

D1,13,2

1.	B	6.	C	11.	A	16.	C	21.	A
2.	B	7.	A	12.	B	17.	C	22.	B
3.	C	8.	A	13.	C	18.	C	23.	A
4.	A	9.	B	14.	B	19.	A	24.	C
5.	C	10.	C	15.	B	20.	B	25.	B

D,13,3 - None

D,13,5

1.	B	6.	A	11.	A	16.	B	21.	B
2.	A	7.	C	12.	A	17.	A	22.	B
3.	C	8.	C	13.	A	18.	A	23.	B
4.	A	9.	B	14.	C	19.	A	24.	C
5.	B	10.	B	15.	C	20.	B	25.	C

D,13,6 - None

D,13,7

1.	C	6.	A	11.	A	16.	B	21.	C
2.	C	7.	A	12.	C	17.	C	22.	A
3.	C	8.	B	13.	C	18.	A	23.	A
4.	B.	9.	A	14.	B	19.	B	24.	B
5.	B	10.	A	15.	C	20.	A	25.	B

D,14,2

1.	Soc. Sec.	6.	SS. No.	11.	Tel.	16.	Dept.	21.	No.
2.	B.D.	7.	Ht.	12.	D.	17.	Exp.	22.	Sep.
3.	Sal.	8.	zip	13.	S.	18.	M.	23.	F.
4.	D.O.B.	9.	yr.	14.	Co.	19.	Mo.	24.	H.S.
5.	Avg.	10.	M.	15.	Ans.	20.	W.	25.	Phone no.

D,14,3

1. Ans.
2. Avg.
3. B.D.
4. Co.
5. D.O.B.
6. Dept.
7. D.
8. Exp. or Exper.
9. F.
10. H. or Ht.
11. H.S.
12. M.
13. M.
14. Mo.
15. No.
16. Phone No.
17. Sal.
18. Sep.
19. S.
20. Soc. Sec.
21. SS. No.
22. Tel.
23. W. or Wt.
24. Yr.
25. zip

D,14,4

1. Birth Date
2. Date of Birth
3. Height
4. Weight
5. Telephone
6. number
7. answer
8. company
9. month
10. year
11. zip code
12. Social Security
13. salary
14. Social Security number
15. average
16. department
17. experience
18. male/married
19. single
20. divorced
21. separated
22. married/male
23. female
24. phone number
25. high school

D,14,5

1. month
2. year
3. Social Security Number
4. male
5. female
6. number
7. zip code
8. phone number (or) number
9. date of birth
10. height
11. weight
12. married
13. single
14. divorced
15. separated
16. company
17. department
18. answer
19. average
20. high school

D,15,1 - None (option: Write Objective and Rationale.)

D,15,2	QUESTIONS		ANSWERS
1.	Why should you not write out an application?	1.	It will not make the employer think well of you.
2.	When is the only time you write on an application?	2.	when you sign your name
3.	Why is blue or black the only color that you use on an application?	3.	The other colors are not very "business" looking.
4.	Why should you never use a pencil on an application?	4.	Pencil lines will smudge and fade.
5.	Why should you take something to write with?	5.	No employer wants to hire a person who does not think far enough ahead to bring something to write with.
6.	Why should you take two pens with you?	6.	This shows that you are able to think ahead.
7.	Why should you make sure your pens are the same color?	7.	It would look bad if you filled out an application with two different colors.
8.	Why should you spell correctly?	8.	If you make a mistake, the employer will notice it.
9.	Why should you be neat?	9.	Most employers will not hire a sloppy person; (and/or) the employer thinks that if your application is sloppy, your work will be sloppy.
10.	Why will taking a filled out sample application help you?	10.	You will have all of the information that you need with you.
11.	Why should you not just attach a resume to the application?	11.	Some of the questions from the application will probably not be answered.
12.	Why should you follow directions?	12.	If you don't, the employer will think you will not follow directions while working.
13.	Why should you read over the application before filling it out?	13.	You can ask questions if something is unclear.

D,15,2

14. Why should you check your application...?	14. You may overlook some questions you should have answered (and/or) not catch a mistake.
15. Why should you be honest?	15. Employers check out the information.
16. Why should you answer every question that applies to you?	16. The employer would not ask a question...if the information was not needed.
17. What does N/A mean?	17. Not Applicable
18. When should you use N/A?	18. when a question does not apply to you
19. Why should you use N/A...?	19. This shows the employer that you did not overlook the question.
20. Why should you not take someone with you?	20. You will not be able to take anyone...if you are hired.

D,15,3

1. Why should you make sure how you are to put your name on the application?	1. Some applications ask you to put your last name first; some do not.
2. What should you do if you do not have a telephone?	2. Put the number of someone who can take a message and get it to you quickly.
3. Why should you print (message) after your friend or relative's number?	3. so that the employer knows that the telephone number is not yours
4. Why make sure you print your right Social Security number?	4. If you put down the wrong number...all the money will go toward someone else's retirement.
5. Why does an employer need to know where you were born?	5. in case there is any question about your age
6. Whose name goes on the blank, By Whom Referred?	6. the person that told you about the job...
7. What should you put on the blank if no one referred you?	7. N/A

D,15,3

8.	Why should you never print the word "anything" on this blank?	8.	Most employers do not like to see "anything"...
9.	What should you print if you do not know or care about what job you get?	9.	"Any job in which my talents and skills can best be used."
10.	Why print "open" on this blank?	10.	If the job does pay more, you want the extra money (and/or) if you write more...you may not get the job.
11.	What should you do if you have a police record?	11.	Print, "to be discussed at interview."
12.	If you are not married, what should you print on this blank?	12.	N/A

D,15,4

1.	How can you find out the addresses of the schools if you do not remember?	1.	ANSWERS WILL VARY.
2.	How can you find out the dates if you do not remember?	2.	ANSWERS WILL VARY.
3.	What is the years completed for you?	3.	ANSWERS WILL VARY.
4.	What is the major field of study for you?	4.	ANSWERS WILL VARY.
5.	Why should you put N/A on this space?	5.	have not graduated
6.	What can you do if you do not know your class standing?	6.	Check with your guidance counselor...
7.	What can you do if you do not know your grade average?	7.	Check with your guidance counselor...
8.	What should you print if your class rank and grade average are poor?	8.	"to be discussed at interview"
9.	What should you put if you do not have a job now?	9.	List the last job you have had and go backwards...

D,15,4

10.	What should you print if you have never had a job?	10.	N/A
11.	What should you do if you do not remember the address (and/or) phone number?	11.	ANSWERS WILL VARY.
12.	Whose name should you put on this blank?	12.	the name of the person who supervised you while you were at work (and/or)...the person whose job it was to tell you what you were to do...(and/or) whom you had to report to
13.	What...if you do not remember when you started (and/or) left your job?	13.	ANSWERS WILL VARY.

D,15,5

1.	What...if you have never been in the military?	1.	N/A
2.	Why should you get permission to use a person as a reference?	2.	The person may not want you to...(and/or) may not speak well of you...
3.	Why should you not use a reference who will speak poorly of you?	3.	You want someone to tell... about your good points...
4.	Why should you not use a relative...?	4.	The employer will not think much of a person (and/or) will think you are not a good worker.
5.	List the names of three ... references for you.	5.	ANSWERS WILL VARY.
6.	What are five major parts of most applications?	6.	PERSONAL, EDUCATION, PREVIOUS EMPLOYMENT, MILITARY and REFERENCES

D,16,1 - None (Option: Write Objective and Rationale.)

D,16,2 - ANSWERS WILL VARY - ON THREE REFERENCES.

1. Name?
2. Address?
3. Telephone number?
4. Occupation (Job)?
5. How long has this person known you?

D,16,2

6. In what way has this person known you?

7. Is this person related to you?

8. If this person is related to you, how?

9. May the employers call or write this person?

10. Have you asked this person to be a reference for you?

D,16,3

LIST OF 20 MISTAKES

1. 28/4/83 - date written incorrectly
2. Goode, Brandon Johnny - name written in incorrect order
3. "Anything" printed where asked "Type of work Desired"
4. no Social Security number
5. "Convicted" question not answered, left blank
6. high school where grammar/elementary school should be
7. grammar/elementary school where high school should be
8. incomplete address for elementary school
9. yes marked for graduate on college line
10. incomplete telephone number first reference
11. no address for second reference
12. no phone number for second reference
13. employers not in correct order

14-16. no addresses for employers

17-19. PERSON to be NOTIFIED should not be FILLED OUT

20. no signature

D,16,4

1. When was the application filled out?	1. 9/18/83
2. Who is applying?	2. Johnny Brandon Goode
3. What is the job?	3. file clerk
4. ...a phone?	4. no

D,16,4 (8 of 8)

5.	How do you know...?	5.	Neighbor's is marked.
6.	...police record?	6.	yes (How do you know) marked yes (and/or) "to be discussed at interview"
7.	Where did he go to grade school?	7.	South Elementary
8.	How many jobs?	8.	three (3)
9.	Was he paid for all of his jobs?	9.	No (if not?) teacher's assistant
10.	...work-study teacher?	10.	Mr. Work

D,16,5 APPLICATION - PROVIDED BY TEACHER FROM area business

D,16,6 APPLICATION - PROVIDED BY TEACHER FROM area business

D,16,7 APPLICATION - PROVIDED BY TEACHER FROM area business

D,16,8 APPLICATION - PROVIDED BY TEACHER FROM area business

D,16,9 APPLICATION - PROVIDED BY TEACHER FROM area business

D,16,10 APPLICATION - PROVIDED BY TEACHER FROM school district (classified application)

UNIT E, MODULE 17, LESSON 2 WORD SEARCH ANSWER KEY

CAPACITY
ADMINISTERED
MANIPULATE
RECEPTACLES
ENDURANCE
COORDINATION
TOLERANCE
INHERENT
POTENTIAL
INDICATOR
PREFERENCE
PRECISE
AGGRESSIVENESS
EXTRAVERSION
INTROVERSION
ADJUSTMENT
STUPOR
ILLUSTRATES
SCRUTINIZE
ELIMINATE
PENALTY
FACTUAL
FORTIFY
EXCEPTION
ADAPTABILITY

```
+ A E A I + + C N T E + I +
C D S D N L + O O N T + N +
A M I J D A + O I E A + T +
P I C U I I + R S R N + R +
A N E S C T R D R E I + O +
C I R T A N O I E H M + V +
I S P M T E P N V N I + E +
T T E E O T U A A I L + R +
Y E X N R O T T R F E + S +
E R C T F P S I T A + + I S
C E E + O E + O X C + + O S
N D P + R N E N E T + Y N E
E I T + T A N + + U + T R N
R L I + I L D + + A M I E E
E L O + F T U + + L A L C V
F U N + Y Y R + + + N I E I
E S + + + + A + + + I B P S
R T + + + + N + + + P I T S
P R + + + + C + + + U T A E
+ A + + + + E + + + L P C R
+ T O L E R A N C E A A L G
+ E + + + + + + + + T D E G
+ S C R U T I N I Z E A S A
```

ANSWER KEY - UNIT E

(1 of 4)

E,17,1 - None (Option: Write Objective and Rationale)

E,17,2 - See Word Search Key

E,17,3

1.	A	6.	C	11.	C	16.	B	21.	A
2.	B	7.	A	12.	B	17.	B	22.	B
3.	C	8.	B	13.	B	18.	C	23.	B
4.	A	9.	B	14.	A	19.	C	24.	B
5.	B	10.	C	15.	A	20.	B	25.	B

E,18,1 - None (Option: Write Objective and Rationale)

E,18,2

	QUESTIONS		ANSWERS
1.	What does I.Q. stand for?	1.	Intelligence Quotient
2.	What is the purpose of an I.Q. Test?	2.	Measure your capacity to learn
3.	With whom is your score compared?	3.	With other people who have taken the test
4.	To whom are tests for mechanical aptitude given?	4.	People applying for jobs that need manipulative skills
5.	What do you have to do on some tests?	5.	Put together nuts and bolts or different shaped blocks into receptacles or trace a maze
6.	If you are applying for skilled or semi-skilled jobs, what are some of the things you may be tested for?	6.	Physical endurance, hand-eye coordination, using tools, or getting dirty
7.	What is the purpose of aptitude tests?	7.	Measure your potential skills or aptitudes
8.	What do people who give the test think?	8.	How you do on the test...is a good indicator of how you will do in the future.
9.	Why are aptitude tests not really tests?	9.	All you do is list a preference...cannot be right or wrong.
10.	What will you be asked to show?	10.	Things you like the best

E,18,2 cont.

11.	Why should you tell the truth on an aptitude test?	11.	Tests are set up...employer can tell if you are (lying).
12.	When are special aptitude tests used?	12.	Employer wants to test for certain qualities that are needed
13.	To whom are clerical tests given?	13.	People looking for positions that need arithmetic or clerical skills
14.	What is the purpose of personality or adjustment tests?	14.	To see if you have the traits...for the job for which you are applying
15.	Some employers test to see what?	15.	If you can "fit in" with others on the same job

E,19,1 - None (Option: Write Objective and Rationale)

E,19,2

1.	Why do many people...often fail?	1.	They do not know how to approach tests
2.	Why is the time of day... important?	2.	Everyone has a "peek" time when he or she does best.
3.	Why should you get plenty of rest before a test?	3.	To be sharp rather than in a stupor...
4.	Why should you get there early?	4.	So that you will not be rushed (and/or) so that you can relax before the test
5.	Why should you...have more than enough materials and equipment?	5.	Not having a spare pencil could lower your score (and/or) to be prepared for emergencies
6.	If you have a choice of where to sit, what should you think about?	6.	Lights, noise and space (and/or) close enough? Can you see? Are you comfortable?
7.	How should you study...?	7.	Well ahead of the day (of) the test (and/or) review each area...carefully.
8.	Why should you get a sample of the questions?	8.	To get the "feel" for the kinds of questions...
9.	What should you do if you do not understand...?	9.	Ask the person giving the test...

E,19,2 cont.

10.	What should you find out about a True-False test?	10.	How it will be scored
11.	Why is d the answer?	11.	The correct answer is 12, and 12 is not one of the choices.
12.	What...if you do not know the answer?	12.	Guess.
13.	Why are completion questions very difficult to answer?	13.	You must know the answer.

14. List two (2) things that could be a hint to you. Any of the following:

- length of spaces for the answer
- number of spaces for answer
- subject-verb agreement
- the article in front of the answer "an"..starts with a vowel...

15.	What do you have to do on a matching test?	15.	Match things in one column with things in another column
16.	Why should you not rush through essay questions?	16.	Often count more than other parts....

E,19,3

1.	What may you be asked to do when applying for a job?	1.	To take an employment test
2.	How can tests be very important...?	2.	If you do not pass, you will not get the job.
3.	What do you need for this type (choosing synomyms) of question?	3.	A good vocabulary
4.	Do you think this question is hard...?	4.	ANSWERS WILL VARY (AWV)
5.	What would make this question harder?	5.	ANSWERS WILL VARY ex. "If I didn't know the words"
6.	How is this question (choosing antonyms) like question number 1.	6.	(AWV) ex. "Have to have a good vocabulary to answer correctly"
7.	How is it different?	7.	(AWV) ex. "Choosing words with opposite meanings"

E,19,3 cont.

8.	What do you need...?	8.	(AWV) ex. "Good vocabulary/ know what the words mean."
9.	...correct answer?	9.	a-d
10.	What would make this question harder?	10.	(AWV) ex. "If I don't know the words"
11.	Why might you miss even if you know the answer?	11.	Because you mark the sheet wrong
12.	What do you need to know for this kind (addition) of question?	12.	(AWV) ex. "How to add"/"How to do arithmetic"
13.	Do you think this...is hard?	13.	ANSWERS WILL VARY
14.	What would make this... harder?	14.	(AWV) ex. "If you don't know how to add" or "If it were a harder addition problem"
15.	Correct answer?	15.	(C)
16.	How would you mark the correct answer?	16.	Put an X/a check/a mark in the box below the C in row 3.
17.	What do you need to know for this kind (thought problem) of question?	17.	(AWV) ex. "How to read"/"How to do math"
18.	Do you think this (thought question) is hard?	18.	(AWV)
19.	Correct answer?	19.	$146.00/D
20.	Which letter would you mark?	20.	D
21.	What do you need to be able to do for this kind (comparing spellings) of questions?	21.	(AWV) ex. "Read/compare spelling"
22.	Do you think this is hard?	22.	AWV
23.	How would you mark your answers?	23.	(AWV) ex. "Put a (mark) in the correct circle."
24.	What are the correct answers?	24.	A. Same S () B. Diff. D () C. Diff D ()
25.	Why should you not give up just because a test has a lot of hard questions?	25.	Probably just as hard for others...taking the test

UNIT F, MODULE 20, LESSON 2 WORD SEARCH ANSWER KEY

COMMUNICATION
PARTICIPATION
APPEARANCE
AMBITIOUS
RESPONSE
REVIEW
ANXIOUS
ENTHUSIASM
RAPPORT
CONFIDENCE
EVASIVE
SELECTION
IMPRESSIVE
INITIAL
UNIQUE
APPROPRIATE
CONSERVATIVE
SPECIFIC
SIMULATED
IMPRESSION
TEMPERAMENT
CONVERSATION
ARRANGED
FREQUENTLY

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C P A R A E R C S I U A C S S I T C A F
O A P E N N A O E M N P O P I M E O R R
M R P S X T P N L P I P N E M P M N R E
M T E P I H P F E R Q R S C U R P V A Q
U I A O O U O I C E U O E I L E E E N U
N C R N U S R D T S E P R F A S R R G E
I I A S S I T E I S + R V I T S A S E N
C P N E + A + N O I + I A C E I M A D T
A A C R + S + C N V + A T + D O E T + L
T T E E + M + E + E + T I + + N N I + Y
I I A V + + + E + I + E V + + + T O + +
O O M I + + + V + N + + E + + + + N + +
N N B E + + + A + I + + + + + + + + + +
+ + I W + + + S + T + + + + + + + + + +
+ + T + + + + I + I + + + + + + + + + +
+ + I + + + + V + A + + + + + + + + + +
+ + O + + + + E + L + + + + + + + + + +
+ + U + + + + + + + + + + + + + + + + +
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UNIT F - ANSWER KEYS (1 of 17)

F,20,1 - None (Option: Write Objective and Rationale.)

F,20,2 - See Word Search Keys.

F,20,3 -

1. A
2. A
3. A
4. A
5. B
6. B
7. B
8. B
9. C
10. C
11. C
12. C
13. A
14. A
15. B
16. B
17. C
18. C
19. C
20. C
21. B
22. B
23. A
24. A

F,21,1 - None (Option: Write Objective and Rationale.)

F,21,2

	QUESTIONS		ANSWERS
1.	In what does every successful job hunt end?	1.	An interview
2.	What will a good interview do?	2.	Make both the ...employee and the employer see the reasons why it will be best for both of them to work together
3.	The purpose of any interview...what 4 things about you?	3.	Your personality Education and training Work Experiences References
4.	Of what is your personality made?	4.	Things which set you apart from everyone else
5.	Why are we lucky?	5.	That personalities are within our own control (and/or) the bad things about us can be corrected
6.	Your selection of clothing must fit what 3 things?	6.	Personality The weather The job
7.	The interviewer can tell how you feel by...?	7.	The way you act What you say The look on your face
8.	What do employers like to hear?	8.	A good voice
9.	What does the way you act show?	9.	What kind of person you are
10.	Why does an employer want to know about school attendance?	10.	The habits students have in school will also carry through to the job.

F,21,2

11.	Why...not tell an interviewer you have never worked?	11.	Just because you have not had a "formal" ...job does not mean you have never worked. (and/or) Do not give the idea that you are lazy...
12.	What 2 things should you make sure of...?)	12.	The person does not mind, and the reference will say "good things" about you.

F,21,3

1.	Why should the letter be neat...?	1.	Student Opinion ANSWERS WILL VARY.
2.	How could...special delivery be helpful?	2.	...will bring more attention to your letter
3.	Why...plan what...to say...?	3.	Student Opinion ANSWERS WILL VARY.
4.	Why ...not try...and interview over the phone?	4.	A wrong word can ruin your chances...
5.	Why...tell your name?	5.	Student Opinion ANSWERS WILL VARY.
6.	Why...tell the reason you are calling?	6.	Student Opinion ANSWERS WILL VARY.
7-14	Copy of Checklist:		
7.	Tell your name...		
8.	Tell the reason...		
9.	Ask to speak...		
10.	Say your name again...		
11.	Then say, "I would like to meet..."		
12.	If the person gives you...		
13.	Ask, "Where..."		
14.	Then say, "Thank you..."		
15.	Why call back to check your appointment?	15.	Student Opinion ANSWERS WILL VARY.

F,21,4

1.	Why...from a quiet place?	1.	So the employer will be able to hear you
2.	What did Louie forget...?	2.	To tell who he was
3.	What did Paul ask?	3.	Whom he should talk to...
4.	Why was Paul wise to ask the spelling...?	4.	Student Opinion ANSWERS WILL VARY. (ex.: To make sure he said the name correctly)
5.	Why is it better for you to use the personnel director's name?	5.	Student Opinion ANSWERS WILL VARY.
6.	Who would give a better picture of himself?	6.	Paul
7.	What did Louie forget...?	7.	Ask for an interview/ appointment
8.	Who is The Good and why?	8.	Paul ANSWERS WILL VARY.
9.	Who is The Bad and why?	9.	Louie ANSWERS WILL VARY.
10.	What makes a telephone call Ugly?	10.	ANSWERS WILL VARY.

F,21,5

1.	Why is it good to know about the company?	1.	The more you know...the better your chances are of giving a good impression...
2.	Why must you make sure you take...important papers?	2.	It would not be good if you...did not have information...
3.	Why can't you use relatives as references?	3.	ANSWERS WILL VARY.
4.	Why...know you want to work for the company?	4.	The interviewer will think more of you...
5.	Why...get a good night's sleep?	5.	You want to go in looking fresh and full of energy...
6.	...first impression of you...based on?	6.	...the way you are dressed and how you look

F,21,5

7.	...why must you hope the interviewer did not pay attention to your clothes...?	7.	Your clothes and grooming did not hurt you.
8.	Why...think positively?	8.	You will start the employer thinking positively.
9.	How can you...not be late or rushed...?	9.	Get ready...early.
10.	Why go alone...?	10.	The interviewer is interested in you...(and/or) the other person...would not...help you on the job.

F,21,6 - "Teacher, I am following the directions in the Student Action."

F,22,1 - None (Option: Write Objective and Rationale.)

F,22,2 -

1.	How many chances...to sell yourself?	1.	One
2.	What do people who are not hired say?	2.	"How can I make a good first impression when I don't have the money to buy good clothes?"
3.	What 4 words are good tips...?	3.	CLEAN, NEAT, SIMPLE, APPROPRIATE
4.	What do employers feel?	4.	How neatly you look shows how neatly you will work.
5.	What will you not do if you do not take pride in your appearance?	5.	You will not take pride in your work.
6.	Why can't companies have people whose appearance bothers the customers?	6.	If you look bad, the company looks bad.
7.	If you do not look your best...who is hurt?	7.	You

F,22,2

8.	The female...will wear clothes that shows she knows what?	8.	She knows how to dress for the job.
9.	Why will her clothes show this?	9.	She will dress as well or better than the women working there.
10.	What could keep you from getting a job?	10.	You may feel that it is your right to dress and look any way you want.

F,22,3 - Copy of Personal Appearance Checklist

I. Grooming

____

____

____

____

____

II. Clothing
Men

____

____

____

____

____

III. Clothing
Women

____

____

____

____

____

IV. How to Act

____

____

____

____

____

V. What to Say

____

____

____

____

____

F,23,1 - None (Option: Write Objective and Rationale.)

F,23,2

1. Tell me a little bit about yourself.	1. ANSWERS WILL VARY.
2. What school activities have you been in?	2. ANSWERS WILL VARY.
3. How do you spend your spare time?	3. ANSWERS WILL VARY.
4. What are your hobbies?	4. ANSWERS WILL VARY.
5. In what type of job are you interested?	5. ANSWERS WILL VARY.
6. Why do you want to work for our company?	6. ANSWERS WILL VARY.
7. What jobs have you had?	7. ANSWERS WILL VARY.
8. What classes in school did you enjoy?	8. ANSWERS WILL VARY.
9. What training have you had?	9. ANSWERS WILL VARY.
10. What are your ideas on salary?	10. ANSWERS WILL VARY.

F, 23,3

1. What sport are you interested in?	1. ANSWERS WILL VARY.
2. How do you feel you did in school?	2. ANSWERS WILL VARY.
3. Which of your school years was the hardest?	3. ANSWERS WILL VARY.
4. Do you like doing the same work every day?	4. ANSWERS WILL VARY.
5. What is your major weakness?	5. ANSWERS WILL VARY.
6. What do you do to keep in shape?	6. ANSWERS WILL VARY.
7. Have you had any serious illness or injuries?	7. ANSWERS WILL VARY.

F,23,3

8.	Are you willing to go where the company sends you?	8.	ANSWERS WILL VARY.
9.	What kinds of books or magazines do you read?	9.	ANSWERS WILL VARY.
10.	What class in school was the hardest for you?	10.	ANSWERS WILL VARY.

F,23,4

1.	Do you mind working overtime?	1.	ANSWERS WILL VARY.
2.	What kind of work interests you?	2.	ANSWERS WILL VARY.
3.	What do you want to be doing five years from now?	3.	ANSWERS WILL VARY.
4.	Why should I hire you over all of the other people applying for the job?	4.	ANSWERS WILL VARY.
5.	What references can you give?	5.	ANSWERS WILL VARY.
6.	Have you ever been fired from a job?	6.	ANSWERS WILL VARY.
7.	Have you ever been in jail?	7.	ANSWERS WILL VARY.
8.	How would you get to work?	8.	ANSWERS WILL VARY.
9.	What class in school was the easiest for you?	9.	ANSWERS WILL VARY.
10.	Rate yourself from 1 to 10 - 1 being a terrible worker, 10 being a super worker.	10.	ANSWERS WILL VARY.

F,24,1 None (Option: Write Objective and Rationale.)

F,24,2

1.	When are you likely to be "put on the spot?"	1.	When the interviewer asks you a tough question that you cannot answer...
2.	How will you look if you cannot handle the tough questions in an interview?	2.	Bad

F,24,2

3.	What should you do if you know that an ex-boss will not give you a good reference?	3.	Tell the interviewer.
4.	What should you tell the interviewer?	4.	That you were, "not ready for a job like that at that time," but that you, "learned a lot from what happened." (and/or) say that some of your references...may have better things to say about you.
5.	What might you say if you have jumped around from job to job?	5.	You were looking at different kinds of jobs and that you are sure that you have finally found the kind of work you would like to "stick" with.
6.	What should you say if you are failing or not doing well in school?	6.	Tell the employer that you did not know how important a good education was until you started looking for a job. Next, say that you are going to do better...
7.	What may happen if you ask for too much money?	7.	You may not be hired.
8.	What may happen if you ask for too little money?	8.	You may...make less than anyone else just starting.
9.	What should you tell the employer?	9.	That you know you do not have the experience...but that you are a "good enough worker to start at the same pay others starting on this job would get."
10.	If you have a handicap that could cause a problem, what should you do?	10.	Be sure to tell about it.
11.	If you have a personal problem that will not bother you on the job, what should you do?	11.	It is better not to say anything about it.
12.	If it is a problem that may bother you on the job, what should you do?	12.	...deal with it...Cover it as quickly as you can and then move on to something else.

F,25,1 - None (Option: Write Objective and Rationale.)

F,25,2

1.	Why do people...not always know the right way to interview?	1.	Most only hold interviews when they need to fill a job opening (and/or) Many... are poor listeners or do not speak well or are hard to understand.
2.	How can you set up a good feeling between you and the interviewer?	2.	By putting yourself in the interviewer's shoes
3.	...4 kinds of interviews...?	3.	The Fact Finding Way The You're the Customer Way The Do-It-Yourself Way The Quickie Way
4.	What does the interviewer do after he or she reads your application?	4.	...coldly shoots a bunch of questions at you...
5.	Why is the Fact Finding Way poor?	5.	The interviewer never gets to know you as a person.
6.	How can you try to get the interviewer to talk?	6.	By answering the questions with facts, examples and specific things that you have done
7.	What may happen if you give longer answers?	7.	The interviewer may relax, and you may have a better chance.
8.	Why would you get upset in the "You're the Customer" Way?	8.	You keep waiting for the interviewer to ask about you...but, it never happens.
9.	Why should you not try to stop the interviewer?	9.	He or she is in a good mood...
10.	What is your job in this kind of interview?	10.	...to get an idea of what the company needs.
11.	What must you make the interviewer see?	11.	...that what the company needs is you.
12.	What does the interviewer ask first?	12.	Well, what can I do for you?" (and/or) "What questions do you have about the job?"
13.	What would you probably do?	13.	...stumble your way through the interview...

F,25,2

14.	How can you take charge of the interview?	14.	Start by asking some questions.
15.	What are 3 good questions to ask?	15.	"What would my duties be on this job?" "What days will I work?" "What are the hours?" "Is there anything else I should know?"
16.	The interviewer does not seem to want to do what?	16.	...take much time for the interview.
17.	Why does the interview go very quickly sometimes?	17.	The interviewer decided not to hire you...
18.	If the employer does not know how to interview, what can you do?	18.	...take charge...
19.	If the interviewer does not have time...,what should you do?	19.	...try to change...to a different time...
20.	What is the problem with the game of interviewing?	20.	...if you lose, you lose more than a game...

F,25,3 - Make a list of 5 good questions to ask...

1. Student Opinion - ANSWERS WILL VARY.
2. ANSWERS WILL VARY.
3. ANSWERS WILL VARY.
4. ANSWERS WILL VARY.
5. ANSWERS WILL VARY.

F,25,4

1.	Why would you try to be as calm and relaxed as possible?	1.	Student Opinion-Grade Accordingly.
2.	Why would you not smoke?	2.	Student Opinion-Grade Accordingly.
3.	Why would you not wear sunglasses?	3.	Student Opinion-Grade Accordingly.
4.	Why would you not chew gum?	4.	Student Opinion-Grade Accordingly.

F,25,4

5.	Why would you look right at the person interviewing you?	5.	Student Opinion-Grade Accordingly.
6.	Why would you speak clearly?	6.	Student Opinion-Grade Accordingly.
7.	Why would you not talk too much about your personal life?	7.	Student Opinion-Grade Accordingly.
8.	Why would you tell the truth?	8.	Student Opinion-Grade Accordingly.
9.	Why...not "wiggle around" in the chair?	9.	Student Opinion-Grade Accordingly.
10.	Why would you not sit down until asked to do so?	10.	Student Opinion-Grade Accordingly.
11.	Why would you not say that you are willing to do anything?	11.	Student Opinion-Grade Accordingly.
12.	Why would you not wear blue jeans?	12.	Student Opinion-Grade Accordingly.
13.	Why would you use correct English?	13.	Student Opinion-Grade Accordingly.
14.	Why would you learn all you could about the company before going to the interview?	14.	Student Opinion-Grade Accordingly.
15.	Why would you get a good night's rest?	15.	Student Opinion-Grade Accordingly.
16.	Why would you dress right for the interview?	16.	Student Opinion-Grade Accordingly.
17.	Why would you be on time?	17.	Student Opinion-Grade Accordingly.
18.	Why would you act your best?	18.	Student Opinion-Grade Accordingly.
19.	Why would you write a letter the next day, thanking the employer for the interview?	19.	Student Opinion-Grade Accordingly.
20.	Why would you be hired for the job?	20.	Student Opinion-Grade Accordingly.

F,26,1 None (Option: Write Objective and Rationale.)

F,26,2

1.	Do any of these reasons for not hiring a person apply to you? Which ones?	1.	ANSWERS WILL VARY.
2.	What will happen if you do not go to the interview with a good attitude?	2.	You will leave the interview without a good attitude.
3.	What should you not do if you have a poor work record? Why?	3.	Do not try to lie. You will not get the job.
4.	What should you do...?	4.	Tell the employer that you were not very mature when you started working...(and/or) tell him/her that you have learned a lot from the mistakes you made...
5.	Of what 2 things should you make sure about your references?	5.	That you do not use someone who will talk badly about you. Also, make sure you get a person's O.K...
6.	With what idea should you go into the interview?	6.	You can be a good worker for the employer.
7.	How can you get some experience?	7.	Volunteer work
8.	Where...?	8.	Junior Achievement
9.	Can you think of a reason why someone would apply for a job if he or she did not want to work? If you can, what is it?	9.	ANSWERS WILL VARY.
10.	What will the interviewer think if you "bad mouth" your former boss?	10.	You will also talk badly about him or her...
11.	What will probably happen if you ask for too much money?	11.	You will not get hired.
12.	What should you remember?	12.	You are a young, beginning worker...
13.	Into what trap must you not fall?	13.	...telling...that you will only work certain hours or certain days.

F,26,2

14.	If you cannot work some of the times the job calls for, what should you do?	14.	...tell the employer...and hope for the best.
15.	If the hours or days cannot be changed, what does that mean?	15.	...the employer had to have someone those hours or day...

F,26,3

Tell what these things mean: ANSWERS WILL VARY-GRADE ACCORDINGLY.

1. Appearance?
2. Personality?
3. Poise?
4. Attitude?
5. Interests?
6. Enthusiasm?
7. Good References?
8. Complete, good application form?
9. Good work record?
10. Which ones of these could apply to you?

A list of 10 things that "turn off" interviewers -

ANSWERS WILL VARY

F,26,4

1.	Why may the employer want to know if you joined any activities at school?	1.	ANSWERS WILL VARY - ex. - to see if you enjoy being with people.

Why may the employer want to know...

2.	...if you are able to think clearly?	2.	ANSWERS WILL VARY.
3.	...if you are able to speak clearly?	3.	ANSWERS WILL VARY.
4.	...if you have a good speaking voice?	4.	ANSWERS WILL VARY.

F,26,4

5.	...if you use good English?	5.	ANSWERS WILL VARY.
6.	...if you answer the questions with interest?	6.	ANSWERS WILL VARY.
7.	...if you are mature?	7.	ANSWERS WILL VARY.
8.	...if you are friendly?	8.	ANSWERS WILL VARY.
9.	...if you are polite?	9.	ANSWERS WILL VARY.
10.	...if you show initiative?	10.	ANSWERS WILL VARY.
11.	...if you show enthusiasm?	11.	ANSWERS WILL VARY.
12.	...if you are honest?	12.	ANSWERS WILL VARY.
13.	...if you are able to listen?	13.	ANSWERS WILL VARY.
14.	...if you are healthy?	14.	ANSWERS WILL VARY.
15.	...if you are clean and well groomed?	15.	ANSWERS WILL VARY.
16.	...if you are dressed right for the interview?	16.	ANSWERS WILL VARY.
17.	...if you have had any promotions?	17.	ANSWERS WILL VARY.
18.	...if you left your other job or jobs?	18.	ANSWERS WILL VARY.
19.	...if you had good attendance at school?	19.	ANSWERS WILL VARY.
20.	...if you were in a work-study program?	20.	ANSWERS WILL VARY.

F,26,5

1. Job selling books over the phone:

Man #1 - blue jeans, cowboy boots, good speaking voice, graduated from high school

1.	Would you hire Man #1? Why or why not?	1.	ANSWERS WILL VARY.

F,26,5

Man #2 - No good speaking voice, high school graduate, dressed nicely

2. Would you hire Man #2? Why or why not? 2. ANSWERS WILL VARY.

Man #3 - Fired from 4 jobs, high school graduate, nice speaking voice

3. Would you hire Man #3? Why or why not? 3. ANSWERS WILL VARY.

2. Cashier's job:

Woman #1 - shorts and tube top, works well with money, very friendly

4. Would you hire Woman #1? Why or why not? 4. ANSWERS WILL VARY.

Woman #2 - Dressed nicely, works well with money, not very friendly

5. Would you hire Woman #2? Why or why not? 5. ANSWERS WILL VARY.

Man #1 - Dressed nicely, works well with money, physically handicapped

6. Would you hire Man #1? Why or why not? 6. ANSWERS WILL VARY.

3. Dishwasher job:

Student #1 - in a work program, C student, no work experience

7. Would you hire Student #1? Why or why not? 7. ANSWERS WILL VARY.

Student #2 - A student, fired from last job, very friendly

8. Would you hire Student #2? Why or why not? 8. ANSWERS WILL VARY.

Student #3 - D student, poor attendance record, said he was a hard worker

9. Would you hire Student #3? Why or why not? 9. ANSWERS WILL VARY.

F,26,5

4. Library helper:

Woman #1 - cannot read well, hard worker, nicely dressed

10. Would you hire Woman #1? Why or why not? — 10. ANSWERS WILL VARY.

Man #1 - 15 years' experience, wife and 2 children, had drug problem

11. Would you hire Man #1? Why or why not? — 11. ANSWERS WILL VARY.

Student #1 - Very good student, excellent attendance, has bad limp

12. Would you hire Student #1? Why or why not? — 12. ANSWERS WILL VARY.

5. Yard Work:

Man #1 - was a bank teller, very friendly, high school graduate

13. Would you hire Man #1? Why or why not? — 13. ANSWERS WILL VARY.

Woman #1 - 6 years' experience, very friendly, high school graduate

14. Would you hire Woman #1? Why or why not? — 14. ANSWERS WILL VARY.

Man #2 - No work experience, very friendly, a college graduate

15. Would you hire Man #2? Why or why not? — 15. ANSWERS WILL VARY.

6. Cook

Student #1 - 2 years cooking vocational school, B average, missed 24 days last school year

16. Would you hire Student #1? Why or why not? — 16. ANSWERS WILL VARY.

Man #1 - 6 years' experience, good references, not very clean

17. Would you hire Man #1? Why or why not? — 17. ANSWERS WILL VARY.

F,26,5

Woman #1 - 9 years' experience, raised 5 children, awarded Waitress of the Year

18. Would you hire Woman #1? Why or why not?	18. ANSWERS WILL VARY.

F,27,1 None (Option: Write Objective and Rationale.)

F,27,2 - Copy 10 Do's, and tell why they should be done.	ANSWERS WILL VARY.
F,27,3 - Copy 10 Do's, and tell why they should be done.	ANSWERS WILL VARY.
F,27,4 - Copy 10 Don'ts, and tell why they should not be done.	ANSWERS WILL VARY.
F,27,5 - Copy 10 Don'ts, and tell why they should not be done.	ANSWERS WILL VARY.

F,28,1 - NONE (Option: Write Objective and Rationale.)

F,28,2 - INTERVIEW with teacher

UNIT G, MODULE 29, LESSON 2 WORD SEARCH ANSWER KEY

DEPRESSION
CONSOLATION
REJECTION
DISCOURAGED
NATURAL
UNSUCCESSFUL
CONTROL
SYMPTOMS
PROBABLY
RUIN
COMMON
PREPARATION
SERIOUS
MENTAL
VIOLENT
CAUTION
SUICIDE
DETERMINATION
SHOCK
SUCCESSFUL

```
+ + + R S M C C R D S V + + + + + + +
+ + U H E O O A O E E U I + + + + + +
+ I O N M N D S U N J P I O + + + + +
N C T M T A I E U T S E R C L + + + +
K A O R + T S U T C I O C E I E + + +
L N O + + U C + N E C O L T S D N + +
+ L + + + R O + + S R E N A I S E T +
+ + + Y + A U + + + U M S + T O I + +
S + + L + L R + + + + C I S + I N O +
U + + B + + A + + + + + C N F + O + N
O + + A + + G + + + + + + E A U + N +
I + + B + + E + + + + + + + S T L + +
R + + O + + D + + + + + + + + S I + +
E + + R + + + + + + + + + + + + F O +
S Y M P T O M S + + + + + + + + + U N
+ + + + + + + N O I T A R A P E R P L
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UNIT G - ANSWER KEYS (1 of 3)

G,29,1 - None (Option: Write Objective and Rationale.)

G,29,2 - See Word Search Key.

G,29,3

1. A
2. A
3. B
4. B
5. C
6. C
7. C
8. C.
9. B
10. B
11. A
12. A
13. B
14. B
15. C
16. B
17. A
18. B
19. C
20. B

G,30,1 - None (Option: Write Objective and Rationale.)

G,30,2

QUESTIONS	ANSWERS
1. What is a common problem for people who look for a job?	1. Rejection Shock or Those Low-down-gotta-get-better-to-die blues
2. List 3 meanings of the verb, reject?	2. to not take to not choose to not let in
3. List 3 things that mean the same as rejection?	3. any 3 of the following: turn down snub throw out get rid of refuse
4. In his book...when did Richard Bolles say Rejection Shock happens?	4. when a person sets out to look for a job, follows all of the rules but finds out nothing works
5. What happens after a while?	5. The person goes into shock.
6. How do people with Rejection Shock feel about themselves?	6. ...do not feel good about themselves and feel that there is something wrong with them...since no one will hire them, they must be rotten and no good
7. What does feeling this way cause?	7. ...to feel that they will never get a job and...to be more depressed
8. What can this deep depression cause?	8. ...problems getting along with other people

G,30,2

9.	What can Rejection Shock also make people?	9.	...very lonely, upset and not wanting to be around anyone else
10.	To what can very serious cases lead?	10.	...robbery, murder or suicide

G,31,1 - None (Option: Write Objective and Rationale.)

G,31,2

	QUESTIONS		ANSWERS
1.	Could Rejection Shock happen to you?	1.	Yes
2.	How people handle being turned down for a job depends on what?	2.	...how they handle their feelings.
3.	What is one way to handle Rejection Shock?	3.	PCCD
4.	What is PCCD?	4.	Preparation Caution Consolation Determination
5.	Before you start..., what should you do?	5.	Think of as many problems as you can that you may have to face?
6.	Think of 3 problems that you may have to face on a job hunt?	6.	ANSWERS WILL VARY.
7.	How could you handle each of these problems?	7.	ANSWERS WILL VARY.
8.	If you run into a problem, whom could you go to for help?	8.	ANSWERS WILL VARY.
9.	What should you know?	9.	Not every job is right for you (and/or) not every boss is right for you.
10.	What may be your hardest job?	10.	...finding the right job
11.	What 3 things can you tell yourself?	11.	There is nothing wrong with you. You know you can be a good worker for some employer. It just may take a little time to find that employer.

G,31,2

12.	To what should you make up your mind?	12.	You are not going to quit looking for that job.
13.	What will happen if you get depressed and quit looking...?	13.	You will get more depressed because you won't get a job.
14.	Why should you not quit looking?	14.	Your job is out there somewhere.

UNIT H, MODULE 32, LESSON 2 WORD SEARCH ANSWER KEY

```
REGISTER           O M C A A M E F + + + + + + + +
DEDUCTED           B I O V M A X A + + + + + + + +
DEPOSITED          L N M A E X T C + + + + + + + +
CONTRIBUTING       I I P I N I E I + + + + + + + +
SURVIVORS          G M E L D M N L + + + + + + + +
DISABILITY         A A N A M U D I + + + + + + + +
BENEFITS           T L S B E M E T + + + + + + + +
DISCRIMINATION     I P A L N + D I + + + + + + + +
RETIREMENT         O O T E T + + E + + + + + + + +
WITHHOLD           N L I + S + + S + + + + + + + +
CONTRIBUTIONS      S I O + + + + + + + + + + + + +
NECESSARY          + C N + + + + + N + + + + + + +
ACCURATE           + Y + + + + + + O + + S + + + +
PROVISIONS         + + + G + + + + I + + N + + + +
CONTRACT           + + + N + + + + T + + O + + + +
OBLIGATIONS        + + + I + Y + + A T + I + + S +
MINIMAL            + + D T S T + + N N + T Y + N +
POLICY             R D E U R I S E I E D U R E O T
COMPENSATION       E E T B O L T L M M L B A T I C
AVAILABLE          T T I I V I I B I E O I S A S A
AMENDMENTS         S C S R I B F I R R H R S R I R
MAXIMUM            I U O T V A E G C I H T E U V T
EXTENDED           G D P N R S N I S T T N C C O N
FACILITIES         E E E O U I E L I E I O E C R O
ELIGIBLE           R D D C S D B E D R W C N A P C
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ANSWER KEYS - UNIT H (1 of 11)

H,32,1 - None (Option: Write Objective and Rationale.)

H,32,2 - See Word Search Keys

H,32,3

1. B
2. A
3. B
4. B
5. A
6. A
7. B
8. A
9. C
10. B
11. A
12. C
13. A
14. B
15. A
16. C
17. A
18. C
19. A
20. C
21. A
22. B
23. A
24. A
25. A

H,33,1 - None (Option: Write Objective and Rationale.)

H,33,2

QUESTIONS	ANSWERS
1. What should you do before you begin your job hunt?	1. ...register with the Social Security office.
2. If you do not have a Social Security card, what should you do?	2. ...ask your teacher where you can get one.
3. Do you have a Social Security Card? If so, what is your... number?	3. ANSWERS WILL VARY.
4. Why will your employer need to have your Social Security number?	4. ...so that a small part of your pay can be deducted from your paycheck.
5. Who puts a dollar into your ...account for every dollar you put in?	5. Your employer
6. When you put $500.00 into your account, how much will you have in your account?	6. $1,000.00
7. How much you or your family is paid by Social Security depends on what?	7. ...how much money has been put into your account.
8. Name 3 other things for which a Social Security number may be needed.	8. (Any 3) - bank account, charge account, insurance, driver's license
9. What must your employer do?	9. ...withhold some of the money you make and give it to the federal and state government for taxes.

10.	When you are hired, what will you have to fill out?	10.	...a Form W-4...for your employer's records.
11.	What will you get from your employer at the end of each year?	11.	...a Form W-2
12.	What 4 things does the Form W-2 show?	12.	...the money that you were paid federal income tax state income tax Social Security contributions
13.	If your employer pays for insurance, what 2 forms will you have to fill out?	13.	medical history and insurance application
14.	What does the medical history form show?	14.	...health history of you and your family
15.	The insurance application does what for you?	15.	...enrolls you in the insurance program

H,33,3

1.	What is Social Security?	1.	...our nation's way of giving you and your family an income when...you retire, become disabled or die.
2.	Why should you try to add to the Social Security money you get?	2.	You will not get as much money...as you earned when you were working.
3.	What must you do to get Social Security checks?	3.	You must apply or sign up for them.
4.	List 5 reasons that you should get in touch with the Soc. Sec. office.	4.	a. You cannot work because of an illness or injury. b. You are 62 or older. c. You are going to be 65 within 3 months. d. Someone in your family dies. e. You...have kidney failure.
5.	What is the phone number and address of the Soc. Sec. office nearest you?	5.	ANSWERS WILL VARY.
6.	For what 2 reasons will you need a Soc. Sec. number?	6.	...if your job is under Soc. Sec. or if you have certain kinds of taxable income (and/or) Federal Income tax.

7.	What 3 things will you need to prove to get a Soc. Sec. number?	7.	your age, who you are, that you are a U.S. citizen
8.	What is the number on your card used for?	8.	...to keep a record of how much money you make.
9.	What should you do if you lose your card?	9.	Go to the Soc. Sec. office and apply for a copy of the card you lost.
10.	Why should you check your record every 3 years?	10.	...to make sure that your money is being put on your record.
11.	What will you need if you are applying for disability benefits?	11.	...the names, addresses and telephone numbers of doctors, hospitals or clincs that have treated you for your disability.
12.	For what 3 reasons may a Soc. Sec. check go to workers and/or their dependents?	12.	...retire, become severely disabled or die.
13.	When you retire, at what age can you start getting retirement checks?	13.	62 years old
14.	What can a worker who becomes disabled get?	14.	disability checks
15.	What are the 2 parts of Medicare?	15.	hospital insurance medical insurance
16.	What does the hospital insurance help pay?	16.	...the cost of a person in the hospital.
17.	What does the medical insurance help pay?	17.	...the cost of doctor's services and other things.
18.	What must you have done before you can get monthly cash benefits?	18.	You must have worked a certain amount of time paying into Social Security.
19.	What does the amount of time depend on?	19.	...how old you are.
20.	If you stop working...before you have worked long enough, what will happen?	20.	You cannot get any benefits.

H,33,4

1. What 2 forms would you take to prove who you are?	1. One must be birth certificate or religious record of birth
2. What can happen if you lie on the application?	2. You can be fined or put in jail or both.
3. What name would you want to be on your Social Security card?	3-20. ANSWERS WILL VARY.
4. What was your name when you were born?	
5. Do you use any other names? If so, what?	
6. What is your address?	
7. Are you a U.S. citizen?	
8. What is your sex?	
9. What is your race?	
10. What is your date of birth?	
11. How old are you?	
12. Where were you born?	
13. What was your mother's name when she was born?	
14. What is your father's name?	
15. Have you ever applied for a Soc. Sec. card?	
16. If you have, when did you apply?	
17. Have you ever been given a Social Security Number?	
18. What number were you given?	
19. What name was on the card?	
20. What is today's date?	

H,33,5 - Filling out an application for a Soc. Sec. card

H,33,6 - Birth Certificate

1. In what county were you born?	1-12. ANSWERS WILL VARY.
2. In what city were you born?	
3. In what state were you born?	

4. What is the Primary Registration District Number on your birth certificate?
5. In what hospital were you born?
6. What is your date of birth?
7. What is your full name?
8. At what time were you born?
9. Who was your doctor?
10. Who was the registrar?

H,33,7 - Driver's License

1. Date issued? 1-12 ANSWERS WILL VARY.
2. Class?
3. ,Restriction?
4. Expiration Date?
5. Birth Date?
6. Sex?
7. Height?
8. Weight?
9. Hair?
10. Eyes?
11. License Number?
12. Social Security Number

H,33,8	QUESTIONS		ANSWERS
1.	Name 3 ways you can get more money working for a company.	1.	raises, bonuses or changing jobs...
2.	When you get a paycheck, why will you not get all of the money that you have earned?	2.	Social Security, withholding taxes, state taxes
3.	What is another name for Federal Income Tax?	3.	withholding tax
4.	On what is the amount of Federal Income Tax you pay based?	4.	...how much money your earn.
5.	What does the employer do to see how much money should be taken from your pay?	5.	The employer has you fill out an Employee's Withholding Exemption Certificate.
6.	What do you mark on an Employee's Certificate?	6.	...the number of dependents that you have.
7.	What must you do if you make more than $600.00 in a year?	7.	You must send in or file a Federal Income Tax return.
8.	By when must a Federal Income Tax return be sent in?	8.	...by midnight, April 15th of the next year.
9.	What is the only way that you can get an income tax refund?	9.	...by sending in an income tax return.

10.	What is income tax money used for?	10.	...to run the government and to help people who cannot help themselves.

H,33,9 - Employee's Withholding Exemption Certificate

H,33,10 - Group Insurance Enrollment Card

H,34,1 - None (Option: Write Objective and Rationale.)

H,34,2

1.	From what type of people were unions made up?	1.	...craftpersons and laborers.
2.	What were the people in professional groups?	2.	...mostly college graduates working in a special type of work.
3.	Chances are you will be given what choice?	3.	...to join or not to join a union.
4.	Before making a choice about joining a union or not, what 5 questions should you try to get answered?	4.	a. Do I have to join to get the job? b. How will the union help me? c. How does it work? d. Will I be able to do anything to help run the union? e. Does the union help the company?
5.	What 2 things must you check?	5.	a. how the union helps you b. what the company expects of you
6.	When you get a job, what have you set up?	6.	...a contract between you and your employer.
7.	What do you say in the contract?	7.	You will do certain things in return for a certain amount of money and benefits.
8.	Why are contracts sometimes written?	8.	...so that there is no chance of a mistake...

9.	What 7 questions should you get answered before signing a contract?	9.	a. Why is the contract needed? b. How does the contract help the employer? c. How does the contract help me? d. What must I do under the contract? e. What must the employer do? f. What will happen if I do not do what the contract says? g. What will happen if the employer does not do what the contract says?
10.	What should you do if you do not understand something about a contract?	10.	Make sure you ask before signing it.

H,35,1 None (Option: Write Objective and Rationale.)

H,35,2

1.	What is your half of the contract?	1.	what you must do, how well you must do it and under what conditions...
2.	What is the other half of the contract?	2.	what the employer will give you...
3.	What are 2 things that many employees forget to find out?	3.	a. what they have to do on the job b. if there are any benefits (or) forget to find out anything other than how much money they will make an hour
4.	Why do some people not take a job?	4.	They do not find out if there are any other benefits (and/or) the pay seems too low.
5.	Benefits are a way for a company to do what?	5.	...to give you more rewards than it could by just giving you a higher hourly pay.
6.	Why is group insurance cheaper than insurance one person buys?	6.	...because many people are being insured rather than just one or two, so the insurance company can offer it for less money per person.

7.	List 3 things you should find out about.	7.	a. if the company gives the workers a vacation b. how long the vacation is c. whether it is paid or not
8.	List 3 other benefits you may be given on a job.	8.	any of the 3 following: free coffee, free uniforms, free transportation, lower price for lunches, free parking, buying things cheaper
9.	Why do companies pay unemployment benefits?	9.	...so that if you are laid off you will still be getting some money each pay day.
10.	Why is it important to find out about all of the benefits that go with a job?	10.	ANSWERS WILL VARY - STUDENT OPINION

H,35.3

1.	What are fringe benefits?	1.	...extras in addition to salary given to an employee for his regualar work.
2.	List 2 reasons fringe benefits are given.	2.	...because unions have bargained for them. ...based on how well a worker does the job.
3.	What 3 fringe benefits have to be given to a worker?	3.	Social Security, Unemployment Compensation, Workmen's Compensation
4.	What are "Time Off with Pay" benefits?	4.	They are times when you are not working but still get paid.
5.	Give 3 examples of "Time Off with Pay."	5.	Any 3 - vacations holidays military training Election Day jury duty death/illness in family rest periods wash up time
6.	What are "Health Plan" benefits?	6.	...benefits given to a worker to help pay for health expenses.

7.	Give 3 examples of "Health Plan" benefits.	7.	Any 3 - medical coverage catastrophe coverage surgical coverage maternity coverage sick leave hospital coverage
8.	What are "Security Plans" benefits?	8.	...benefits given to a worker to give him/her money to live on when he/she is no longer working.
9.	Give 3 examples of "Bonuses" benefits.	9.	Any 3 - pensions supplemental unemployment benefits savings plan life insurance severance pay
10.	Give 3 examples of "Bonuses" benefits.	10.	profit sharing, year-end bonuses, production bonuses
11.	What are "Subsidized Services" benefits?	11.	...benefits which the employer either pays for or helps pay for.
12.	Give 3 examples of "Subsidized Services" benefits.	12.	Any 3 - cafeteria safety clothing counseling child care services in-plant first aid discounts on consumer items parking lot
13.	What are "Recreational Programs" benefits?	13.	...benefits given to the employee for fun and relaxation
14.	Give 3 examples of "Recreational Programs" benefits.	14.	bowling leagues golf leagues play days Christmas parties picnics exercise gym
15.	What are "Premium Pay" benefits?	15.	...benefits given an employee for working at times other than the normal work time.

16.	Give 3 examples of "Premium Pay" benefits.	16.	Any 3 - overtime premium holiday premium shift premium Saturday, Sunday premium

H,36,1 - None (Option: Write Objective and Rationale.)

H,36,2

1.	In accepting a job, what are you saying?	1.	...that you will follow an agreement between yourself and your employer.
2.	What will probably happen if either you or the employer does not follow the agreement?	2.	You will probably have to start your job hunt all over again.
3.	What is the main thing you should have done before you agree to go to work?	3.	You should have all the facts.
4.	In the interview, what 2 things will the employer want to find out about you?	4.	...all about you and how well you may be able to do the job.
5.	What should you find out about in the interview?	5.	...all about the job.
6.	What should you try to get the employer to tell you?	6.	...about the tasks, duties and day-to-day work...
7.	What do many employers have?	7.	a written job description
8.	What should you do during the interview?	8.	Make sure you ask questions and carefully go over everything.
9.	What 2 things should you find out?	9.	a) how your work will be judged b) your responsibilities
10.	What must be carefully looked at?	10.	all the conditions that are important for you to do the job...

H,36,3

1.	The kind of job you pick will decide what?	1.	...the kind of life you will live.
2.	What do you think is a good income?	2.	STUDENT OPINION - ANSWERS WILL VARY.

3. How often do you think you should get raises in salary?	3. STUDENT OPINION - ANSWERS WILL VARY.
4. What does job security mean?	4. Not having to worry about losing your job
5. What kind of working conditions would you want on a job?	5. STUDENT OPINION - ANSWERS WILL VARY.
6. Where would you like the location of your future job to be?	6. STUDENT OPINION - ANSWERS WILL VARY.
7. What kind of work would you like?	7. STUDENT OPINION - ANSWERS WILL VARY.
8. Would you be willing to go back to school to learn more so that you could get a better job?	8. STUDENT OPINION - ANSWERS WILL VARY.
9. What 3 benefits are most important to you?	9. STUDENT OPINION - ANSWERS WILL VARY.
10. What hours and days would you like to work after you graduate?	10. STUDENT OPINION - ANSWERS WILL VARY.

UNIT I, MODULE 37, LESSON 2 WORD SEARCH ANSWER KEY

SURVIVAL
ADJUSTMENT
NECESSARY
SURROUNDINGS
CONFINEMENT
BENEFICIAL
PROGRESS
EFFORT
PRODUCTIVITY
DEPENDABILITY
MOTIVATION
AMBITION
HUMAN RELATIONS
SUPERVISOR
EXPECTED
OVER ANXIOUS
ATTITUDE
RELATIONSHIPS
MATURE
REPUTATION
COOPERATION
ACCEPT
REGULATIONS
DISPOSITION

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S U R V I V A L A D J U S T M E N T + + +
S G N I D N U O R R U S Y R A S S E C E N
C O N F I N E M E N T B E N E F I C I A L
+ E R U T A M T R O F F E S S E R G O R P
E F F O R T P R O D U C T I V I T Y + + +
D E T C E P X E Y T I L I B A D N E P E D
M O T I V A T I O N A M B I T I O N + + +
+ + + + + + + S N O I T A L E R N A M U H
S U P E R V I S O R O V E R A N X I O U S
S P I H S N O I T A L E R E D U T I T T A
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UNIT I - ANSWER KEYS (1 of 6)

I,37,1 - None (Option: Write Objective and Rationale.)

I,37,2 - See Word Search Keys.

I,37,3

1.	B	6.	A	11.	C	16.	B	21.	A
2.	B	7.	A	12.	C	17.	C	22.	B
3.	B	8.	A	13.	C	18.	A	23.	C
4.	B	9.	A	14.	C	19.	B	24.	A
5.	B	10.	C	15.	A	20.	C	25.	A

I,38,1 - None (Option: Write Objective and Rationale.)

I,38,2

QUESTIONS	ANSWERS
1. In what 4 areas may you have to make adjustments?	1. human relations, physical surroundings and working conditions, attitudes, work performance
2. What is very hard?	2. ...to like everyone.
3. Why may you have to work with a person you do not like?	3. ...so that the work will be finished.
4. What must you remember?	4. All of the workers make a team that has to work together to help the company make money.
5. What may happen if the company does not make money?	5. All of you may be looking for a new job.
6. What will the type of work you want to do largely decide?	6. ...what working conditions and physical surroundings you will have when you work.
7. Working conditions mean what 5 things?	7. ...the hours you work, how safe you are, how hard you must work, the people you work with and the clothes you have to wear.
8. Physical surroundings mean what 4 things?	8. ...working inside or outside, the part of the country in which you work, the place where you work and how clean the work area is.

I,38,2

9.	When you get a job, how will you have to adjust your attitudes?	9.	...so that you will have a business attitude.
10.	A business attitude means what 4 things?	10.	...doing what your boss tells you even if you do not know why, doing the work the way the boss wants it done, thinking about what is best for the company and trying to help the company get better.
11.	How will you have to work when you get a job?	11.	...well enough to help the business.
12.	When you are paid to work, what will be expected of you?	12.	...to work each hour for which you are paid.
13.	...concern for productivity?	13.	...the worker wanting the company to grow.
14.	...pride in work?	14.	the worker being proud of his or her job
15.	...responsibility?	15.	the worker doing what needs to be done
16.	...dependability?	16.	the worker being at work every day on time
17.	...good attitude toward the company?	17.	the worker liking the company
18.	...ability to follow directions?	18.	the worker doing what he or she is told and doing it right
19.	Of the 8 areas listed, which ones do you think you would need to improve?	19.	STUDENT OPINION - ANSWERS WILL VARY (19 & 20 must total 8).
20.	Of the 8 areas, which ones do you think you would not need to improve?	20.	STUDENT OPINION - ANSWERS WILL VARY.

I,38,3

1.	Every job has to have what?	1.	... a first day.
2.	Why will your boss and the other workers be watching you?	2.	... so that if you need help, you will get it.

I,38,3

3.	Why will customers be watching you?	3.	... you will be the person that they are looking to for help.
4.	Why is it natural that you are going to be nervous...?	4.	You are going to be doing something brand new around people you don't know. (and/or) You probably won't even know how to do what you have to do.
5.	What can you do...?	5.	... try to get to work a little early and report to your boss.
6.	What should you do...?	6.	... listen carefully to the directions people give you.
7.	If you do not understand something, what should you do?	7.	... make sure you ask questions.
8.	How will you look if you mess up something because you didn't ask questions?	8.	DUMB
9.	What should you make sure to do?	9.	... learn the company rules and regulations.
10.	You should not waste time doing what?	10.	... visiting with the other workers.
11.	What should you do when you are being paid to work?	11.	work
12.	What should you do if you make a mistake?	12.	Correct it.
13.	... why should you tell someone?	13.	You can be told how to correct it.
14.	What could trying to hide a mistake cost you?	14.	Your job
15.	What should you do at the end of the day?	15.	Make sure you clean up your work area.
16.	For what 2 reasons should you use your spare time to keep your work area clean?	16.	Cleaning up at the end of the day will not be so hard. It is safer if your work area is clean.

I,38,4

1. Do
2. Do
3. Don't
4. Don't
5. Don't
6. Do
7. Do
8. Do
9. Do
10. Do
11. Do
12. Don't
13. Don't
14. Don't
15. Do
16. Don't
17. Don't
18. Don't
19. Do
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21. Do
22. Do
23. Do
24. Don't
25. Don't
26. Don't
27. Don't
28. Do
29. Don't
30. Don't
31. Do
32. Do
33. Do

I,39,1 - None (Option: Write Objective and Rationale.)

I,39,2

	QUESTIONS		ANSWERS
1.	How much of your adult life will you spend at work?	1.	almost one-third
2.	What is important to your happiness and success...?	2.	the cooperation of the other workers
3.	What often happens to a good worker who argues or gossips?	3.	... ends up out of a job.
4.	What is up to you?	4.	... to win the team's friendship and respect.
5.	Whether you last on a job or not may depend on what?	5.	... on how pleased the boss is about you as a worker.
6.	What is very important?	6.	Do your best to learn your job as quickly as you can.
7.	What do some people try to use as a way to keep a job?	7.	friendship with the boss
8.	Why are people hired for a job?	8.	to help the company make money
9.	If you do not help..., what will happen?	9.	You will be fired.
10.	Why would you not want to be a boss's "problem"?	10.	ANSWERS WILL VARY. You will be fired or the boss will get "rid of" you.
11.	If the boss tells you how a job is to be done, what should you do?	11.	Do it the way you are told to (or) listen carefully....

I,39,3

1.	If you work every week, what can you expect?	1.	to get paid every payday
2.	What should you find out when you get a job?	2.	how often you will be paid
3.	What do you have a right to expect on your job?	3.	that you will be safe on your job
4.	What 2 things could cause you to be hurt on the job?	4.	... if you or someone else is not careful. ... if you or someone else does not follow the company rules for safety.
5.	What do you have a right to expect about training?	5.	... that you will be given enough training to be able to do your job correctly.
6.	How long a person trains you for a job usually depends on what?	6.	how hard the job is to learn
7.	What do you have a right to expect so that you can do your job correctly?	7.	that you will be given enough directions
8.	What should you do if you are told to do a job and you do not know how to do it?	8.	ask how the job should be done
9.	What do you have a right to expect on your job?	9.	that the employer will tell you how you are doing on the job
10.	What 2 ways can an employer let you know how you are doing on the job?	10.	formally in a written evaluation, informally by sitting down and just talking to you
11.	For what 2 reasons is this important?	11.	Everyone likes to know if he or she is doing well...you will want to do better so that you will not lose your job.

I,40,1 - None (Option: Write Objective and Rationale.)

I,40,2

	QUESTIONS		ANSWERS
1.	It is sometimes harder to do what?	1.	to get along with another worker than it is to do the job
2.	How can you make sure you look your best?	2.	by washing, combing your hair and wearing deodorant and clean clothes every day
3.	What does the Golden Rule mean?	3.	Treat others the way you want others to treat you.
4.	What fact should you respect?	4.	The other workers have more experience and know the job better than you.
5.	What is not nice?	5.	to say something that you have heard that could hurt someone else
6.	How do you feel when someone makes "fun" of you?	6.	STUDENT OPINION - ANSWERS WILL VARY.
7.	What 2 things should you remember?	7.	If you make "fun" of someone who is different, someday someone will make "fun" of you... You will be paid to work not tease.
8.	What should you do rather than laugh at people's mistakes?	8.	Help them if you can.
9.	What are you paid to do when an employer hires you?	9.	...work, not play around.
10.	What will happen if you waste time?	10.	You will be out of a job. (and/or) The employer will not get his or her money's worth.
11.	Why will you be fired if you miss a lot of work?	11.	You will not be dependable.

UNIT J, MODULE 41, LESSON 2 ANSWER KEY

REALIZE
PROMOTION
ADVANCEMENT
OPPORTUNITIES
VALUES
SECURITY
IMPROVE
TRAITS
CURIOSITY
INITIATIVE
EFFICIENCY
PERSISTENCE
OVERTIME
PROFESSIONAL
RELIABLE
EVALUATE
CONTRACT
PRESTIGE
RESPONSIBILITY
DEPENDABILITY
CRITICAL
ACHIEVEMENTS
RELATES
SELF-IDENTITY
DETERMINATION

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+ + + + E G I T S E R P + + + + + + O
S R + + C + + + + + + R + + + + + + P
D E T E R M I N A T I O N + + + + + P
+ I L + I E + + + + C M + + + + + C O
+ A + F T + S + + I + O R + + + + U R
+ T R A I T S P + + N T N R + + + R T
+ E + + C D V E O + + I + T O + + I U
+ S + + A + E A C N + O T + R V + O N
+ + + + L + + N L U S N + I + A E S I
E L B A I L E R T U R I + + A + C I T
E V A L U A T E + I E I B + + T + T I
A C H I E V E M E N T S T I + + I Y E
O V E R T I M E + + + Y + Y L + + V S
+ + + L A N O I S S E F O R P I + + E
+ + + + + T N E M E C N A V D A T + +
+ + + + + + + + E F F I C I E N C Y +
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D E P E N D A B I L I T Y + + + + + +
+ + + + + + + + R E A L I Z E + + + +
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UNIT J - ANSWER KEY (1 of 5)

J,41,1 - None (Option: Write out Objective and Rationale.)

J,41,2 - See Word Search Key.

J,41,3

1. C
2. C
3. C
4. C
5. A
6. C
7. C
8. C
9. C
10. A
11. C
12. C
13. C
14. C
15. B
16. C
17. C
18. C
19. C
20. B
21. C
22. C
23. C
24. C
25. C

J,42,1 - None (Option: Write out Objective and Rationale.)

J,42,2

QUESTIONS	ANSWERS
1. List 5 reasons for which people work.	1. (any 5 of the following) money security self-identity prestige achievement power
2. What do most successful workers share?	2. some traits
3. What should you prove?	3. that you are good at your job
4. How should you do your duties?	4. with a business attitude
5. What should you get to know?	5. the company that you work for
6. What should you master?	6. a task that relates to your job
7. Doing this (mastering a task) will give you a chance to do what?	7. to shine in doing something better than the other workers
8. What should you learn?	8. how to do something that is crucial or very important
9. What is the best way to start building good personal relationships?	9. Do your job the best that you can.

J,42,2

10. When layoff time comes, what people are the first to go?	10. people who do unimportant work, (and/or) have below average skills (and/or) do not get along with others

J,42,3

1. On what 8 things will you be judged?	1. - job skill - following rules - improving your work - ideas and problem solving - getting along with others - attitudes - costs - growth
2. What does my teacher think about me?	2. STUDENT OPINION - ANSWERS WILL VARY. (AWV)
3. What do I think my teacher sees as my two strongest points?	3. STUDENT OPINION - (AWV)
4. What are the things my teacher grades me on?	4. STUDENT OPINION - (AWV)
5. What do I think my teacher sees as my two weakest points?	5. STUDENT OPINION - (AWV)
6. How many days of school have I missed this year?	6. (AWV)
7. What two things can I do to improve myself?	7. STUDENT OPINION - (AWV)
8. What grade did I get in this class last term?	8. (AWV)
9. What grade do I want to get this term?	9. (AWV)
10. What are my plans for getting that grade?	10. (AWV)

J,43,1 - None (Option: Write Objective and Rationale.)

J,43,2

1. What does dependability mean?	1. (AWV)

J,43,2

2. What does efficiency mean?	2. (AWV)
3. What does initiative mean?	3. (AWV)
4. What does reliability mean?	4. (AWV)
5. What does promptness mean?	5. (AWV)
6. What does persistence mean?	6. (AWV)
7. What does determination mean?	7. (AWV)
8. How can you make sure you do your job well?	8. STUDENT OPINION - (AWV)
9. How can you improve yourself as a worker?	9. STUDENT OPINION - (AWV)
10. What does overtime work mean?	10. (AWV)
11. How can you prepare for a promotion?	11. by getting more training
12. What may you need to do?	12. to get into a night class with other adults who want to improve their skills
13. What is the telephone number and address of the adult education program in your area?	13. (AWV)

J,44,1 - None (Option: Write out Objective and Rationale.)

J,44,2

1. What seems only natural?	1. that you want a raise or promotion...
2. You may get a raise if...?	2. if you have worked well and given the company an honest day's work every day you were on the job
3. What must you remember?	3. Promotions and raises will not always come your way just because you have worked a certain number of months.

J,44,2

4.	What will it take to get a raise or promotion?	4.	hard work, determination and initiative
5.	What do you like best about this class (or your job)? Why?	5.	STUDENT OPINION - (AWV)
6.	What part of your class (or your job) do you not like? Why?	6.	STUDENT OPINION - (AWV)
7.	How much work do you do in this class (or on your job)?	7.	(AWV)
8.	How well do you do in this class (or on your job)?	8.	(AWV)
9.	How have you improved in this class (or on your job)?	9.	(AWV)
10.	How have you helped this class (or the company you work for)?	10.	(AWV)
11.	Is there anyone in class (or at work) that you have trouble getting along with? Why?	11.	(AWV)
12.	Do you get along well with your teacher (or boss)? If not, why not?	12.	(AWV)
13.	What is it best that you do before you ask your boss for a raise or promotion?	13.	You judge yourself and your work.
14.	What might make you feel silly?	14.	if your boss asks you why you should get a raise or promotion and you cannot give him or her any reasons

J,44,2

15.	List 2 reasons that you may not get a promotion or a raise even if you deserve it.	15.	Any 2 of the following: *You may be the member of a union... *The company might not be doing well... *There may be no jobs open that you could move up to. *There may be no jobs open that you have the training or education to be able to do.
16.	What should you do if your boss does not think that you have done well enough to get a raise or promotion?	16.	Ask him or her what you need to do to improve yourself so that you can get a raise or promotion.
17.	After you have improved, what can you do?	17.	Ask again for a raise or promotion.
18.	When you again ask for a raise..., what can you show?	18.	that you have improved your work

UNIT K, MODULE 45, LESSON 2 WORD SEARCH ANSWER KEY

TERMINATION
REMAIN
STAGNATING
RESIGN
NOTICE
MINIMUM
DEPART
FORMER
REFERENCE
CAREER
POSITION
REASON
PROPER
PROMOTION
EXPERT
DECIDE
DECISION
ENOUGH
EXIT
OCCASIONALLY

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E T E E E X C + + + + + + + + + + +
R A P F A P C + + + + + + + + + + +
M G A E S E A + + + + + + + + + + +
I N R R O R S + + + + + + + + + + +
N A T E N T I + + + + + + + + + + +
A T F N P D O + + + + + + + + + + +
T I O C R E N + + + + + + + + + + +
I N R E O C A + + + + + + + + + + +
O G M C M I L + + + + + + + + + + +
N N E A O D L + + + + + + + + + + +
R O R R T E Y + + + + + + + + + + +
E T P E I E + + + + + + + + + + + +
M I R E O N + + + + + + + + + + + +
A C O R N O + + + + + + + + + + + +
I E P P D U + + + + + + + + + + + +
N M E O E G + + + + + + + + + + + +
R I R S C H + + + + + + + + + + + +
E N E I I + + + + + + + + + + + + +
S I X T S + + + + + + + + + + + + +
I M I I I + + + + + + + + + + + + +
G U T O O + + + + + + + + + + + + +
N M + N N + + + + + + + + + + + + +
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UNIT K - ANSWER KEYS (1 of 3)

K,45,1 - None (Option: Write out Objective and Rationale.)

K,45,2 - See Word Search Keys.

K,45,3

1.	B	6.	A	11.	C	16.	A
2.	B	7.	A	12.	C	17.	A
3.	B	8.	A	13.	C	18.	A
4.	B	9.	A	14.	C	19.	A
5.	B	10.	A	15.	C	20.	A

K,46,1 - None (Option: Write out Objective and Rationale.)

K,46,2

QUESTIONS	ANSWERS
1. If you have worked before, who would be the best reference for another job?	1. your former boss
2. What is the best way to make sure your boss will be a good reference for you?	2. Be a good worker, (and/or) be the kind of worker your boss would hate to lose.
3. What is easy?	3. being a good worker if you like your job, the other workers and your boss
4. What is hard?	4. being a good worker if you do not like your job,...the other people and...your boss
5. If you are on a job that you do not like, why do you _have_ to be a good worker?	5. so that your boss will be a good reference for you
List 5 things a good worker must do.	6. Student Opinion - ANSWERS WILL VARY (AWV).
	7. Student Opinion - (AWV)
	8. Student Opinion - (AWV)
	9. Student Opinion - (AWV)
	10. Student Opinion - (AWV)

K,46,3

1.	What is the best way to make sure your boss will be a bad reference for you?	1.	get fired
2.	Why will your boss fire you if you never get to work on time?	2.	Student Opinion - grade accordingly.
3.	...if you do not call in when you cannot make it to work?	3.	Student Opinion - grade accordingly.
4.	...if you do not follow directions?	4.	Student Opinion - grade accordingly.
5.	...if you do not get along with other workers?	5.	Student Opinion - grade accordingly.
6.	...if you play around?	6.	Student Opinion - grade accordingly.
7.	...if you steal from the company?	7.	Student Opinion - grade accordingly.
8.	...if you are careless?	8.	Student Opinion - grade accordingly.
9.	...if you do not tell the truth?	9.	Student Opinion - grade accordingly.
10.	...if you never come to work clean?	10.	Student Opinion - grade accordingly.

K,47,1 - None (Option: Write out Objective and Rationale.)

K,47,2

1.	Why might it be bad for your career to remain on one job too long?	1.	It might show that you are stagnating (and/or) have reached the top of your level.
2.	What do experts say?	2.	Never leave a position in less than 2 years.

K,47,2

List 5 reasons why people quit jobs.	(3-7) in any order 3. wanting a better job 4. poor health 5. moving 6. going back to school 7. unhappy
8. What can the way you leave a job often decide?	8. how you will get your next job
9. What should you do if you have bad feelings about your job?	9. Quietly give at least a two-weeks' notice that you are quitting.
10. What do you need to do so that your boss will give a good reference for you?	10. Keep doing a good job.
11. What could get hard?	11. getting used to not having any money
12. Why is it easier to get a job that you will like if you already have a job?	12. You will not have to take just anything in order to make money. (and/or) You will have time to look for something you will like.
13. If you need help deciding what to do, to whom should you talk?	13. your parents (and/or) your teacher (and/or) a friend
14. When you tell your boss that you are going to quit, you should give enough time so that what can be done?	14. so that someone else can be hired and trained to do your job
15. When you give your notice, what should you also give?	15. your reason for leaving
16. Once you have started your new job, what may you want to do?	16. visit occasionally or call to let them know how you are doing

UNIT L, MODULE 48, LESSON 2 WORD SEARCH ANSWER KEY

REFORMS
AFFECTING
EQUAL
CREED
NATIONAL ORIGIN
PHYSICAL
MENTAL
DISABILITY
POLITICAL
OPPORTUNITY
DISCRIMINATE
LONGEVITY
DENY
MINORITY
DISADVANTAGED

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+ R + + M I N O R I T Y + + + + + + P + +
+ + E + + + + + + + + P + + + + + H + + +
+ + + F + + + + + + + + O + + + Y + + + +
+ + + + O + + + + + + + + L + S + + + + +
+ + + + + R + + + + + + + + I + + + + + +
+ + + + + + M + + + + + + C + T + + + + +
+ + + + + + + S + + + + A + + + I + + + +
+ O + + + + + + A + + L + + + + + C + + +
+ P + + + + + + + F + + + + + + + + A + +
+ P + + + + + + + + F + + + + + + + + L +
+ O + + + + + + + + + E + + + + + + + + +
+ R + + + + + + + + Q + C + + + + + L + +
+ T + + + + + + + U Y + + T + + + A + N +
+ U + + + + + + A T + + + + I + T + + I +
+ N + + + + + L I + + + + + + N + + + G +
+ I + + + + + L + Y N E D + E + G + + I +
+ T + + + + I + + + + I + M + + + + + R +
+ Y + + + B + + + + S + + + + + + + + O +
+ + + + A + + + + C + + + + + + + + + L +
+ + + S + + + + R + + + + + + + + + + A +
+ + I + + + D I S A D V A N T A G E D N +
+ D + + + + M + + + + + + + + + + + + O +
+ + + + + I + + + + + + + + + + + + + I +
+ + + + N + + + + + + + + + + + + + + T +
+ + + A + + + + + + + + + + C R E E D A +
+ + T + + L O N G E V I T Y + + + + + N +
+ E + + + + + + + + + + + + + + + + + + +
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UNIT L - ANSWER KEY (1 of 2)

L,48,1 - None (Option: Write Objective and Rationale.)

L,48,2 - See Word Search Key.

L,48,3

1. C
2. A
3. A
4. C
5. B
6. A
7. A
8. C
9. C
10. A
11. B
12. C
13. A
14. C
15. A

L,49,1 - None (Option: Write Objective and Rationale.)

L,49,2

1. List 3 groups of people in America that have been badly discriminated against.	1. Blacks, Women, Indians
2. List 4 areas of employment in which groups have been discriminated against.	2. hiring, pay, benefits, promotions
3. What cleared up the idea of basic rights of equality and employment?	3. laws and presidential orders
4. What does E.E.O. mean?	4. No one can stop you from applying for a job because of your race, color, creed...
5,6,7 - LIST 3 THINGS THAT SHOULD DECIDE WHETHER OR NOT YOU ARE HIRED FOR A JOB.	5,6,7 - STUDENT OPINION, grade accordingly.
8. E.E.O. does not mean what?	8. Once you get a job, you cannot be fired, held back or laid off.
9. What does E.E.O. mean?	9. You cannot be fired, held back or laid off because of your race, color, creed...
10. What does E.E.O. mean?	10. No one may get treated differently in pay, benefits, working conditions, promotions or lay offs because of race, color, creed...

L,49,2

11. What else does E.E.O. mean?	11. If a woman wants a job...she cannot be turned down just because she is a woman.

SECTION 4:

UNIT TESTS

UNIT A: UNIT TEST (1 of 3)

COMPETENCY: Given a test over Unit A, you will be able to show that you have learned the material in the unit.

SUPPLIES: Paper, pen/pencil

STUDENT ACTION:

1. DO NOT WRITE ON THESE PAGES.
2. On a separate sheet of paper, write your name, Unit A - Unit Test.
3. Number your paper 1 to 33.
4. By each of the numbers, put the correct answer.
5. If you have any questions, ask your teacher.

A. TRUE OR FALSE - If the sentence is true, put the letter T by the number of the sentence. If the sentence is false, put the letter F by the number of the sentence.

1. Public employment agencies charge a fee.
2. The role of a public employment agency is to serve employers who have jobs and persons who need jobs.
3. Only tradesmen and professionals can use a public employment agency.
4. If you do not hear from Job Service after you have gone there, it is not a good idea to call them.
5. On your first visit to Job Service, you will fill out a form that tells about your training, experience and job interests.
6. People who use Job Service can find out about jobs only in their city.
7. At Job Service, a referral is a job interview.
8. Jobs are posted on a bulletin board at Job Service.
9. Job Service offers testing for people.
10. Job Service does nothing but find jobs for people.
11. Job Service does not help handicapped people find jobs.
12. If a private employment agency finds a person a job, the person always pays a fee.
13. You must be 16 years old to be in a work program in high school.
14. Your employer gives you a grade for your job and your class work.

15. Students in a work program have to be in school all day.

16. Unions have hiring lists for people looking for a job.

17. The only way you can learn some jobs is by getting into an apprenticeship program.

18. Most professional and trade groups have a list of jobs in their areas.

19. City, county, state and federal agencies are a big source of jobs.

20. Every job search ends in a person getting a job.

Short Answer - Read and study the want ad below, then answer the questions.

Cooks
Exp. pref. Apply in person
only bet. 2 and 4 PM
BURGER BIGGY
1234 South Reaves Ave.

21. What job is available?

22. Where is the job?

23. How do you apply?

24. When do you apply?

25. Do you have to know how to cook?

VOCABULARY - Choose the correct answer for each of the words.

26. experience
A) the way something has been described
B) extras given a worker in addition to salary
C) Skills and knowledge a person has gained from working on jobs

27. qualifications A) skills and knowledge a person has gained from working on jobs. B) form filled out in order to get a job C) skills, knowledge or abilities that fit a person for a certain job.

28. requirements A) another word for job B) things needed for a person to be hired C) having received a diploma from school

29. fringe benefits A) an agreement between a company and its employees B) opening for a job C) extras given a worker in addition to salary

30. occupation — A) another word for job B) the person in a company who hires people C) business that helps people

31. temporary — A) legally taking money from a paycheck because of non-payment of bills B) position or place of employment C) lasting only a short time

32. client — A) trading B) a rating C) customer

33. salary — A) money one receives for working B) a vertical (up and down) line of words C) position or place of employment

PERFORMANCE CHECK: When the test has been finished, hand to the teacher to be graded.

UNIT B: UNIT TEST (1 of 2)

COMPETENCY: Given a test over Unit B, you will be able to show that you have learned the material in Unit B.

SUPPLIES: Paper, pen/pencil

STUDENT ACTION:

1. DO NOT WRITE ON THESE PAGES.
2. On a separate sheet of paper, write your name and Unit Test - B.
3. Number your paper 1 to 33.
4. On your paper, put the correct answers next to the numbers.

TRUE OR FALSE - If the sentence is true, put the letter T by the number. If the sentence is false, put the letter F by the number.

1. The purpose of a resume is to get a job.
2. Job offers usually come from personal interviews.
3. The resume gives you a chance to show your good points.
4. Hiring is done only on the basis of qualifications.
5. Most employers feel that a person who lacks skills cannot be trained.
6. There is no such thing as a perfect resume.
7. It is OK to put exaggerations on a resume.
8. You should list 2 references on a resume.
9. The chronological format is the most commonly used format in a resume.
10. In a resume, your job objective should be a long-range one.
11. If you have not developed at least a general objective, you are not ready to write your resume.
12. Your educational experiences should be left out of your resume.
13. In a resume, you should stress your accomplishments.
14. If you have had many jobs, you should list all of them in your resume.
15. In a resume, your objective statement should tell these three things: Job Function, Type of Employer and Geographic Area.

SHORT ANSWER - Write out the answers to the following questions.

16. Who do you know that would be able to take messages for you?

UNIT B TEST (2 of 2)

17. What is his or her telephone number?

18. What work experience do you have?

19. What is the address of your high school?

20. What is the highest grade you have completed?

VOCABULARY - Next to the number, put the letter (A,B, or C) that gives the meaning of the word.

21. accomplishments — A) things people have done well B) ability to do many things C) order in time that things happen

22. categories — A) not very good B) possible C) areas

23. geographical — A) possible B) outline C) areas of the country

24. mature — A) making things seem better than they are B) grown up C) able to do many things

25. chronological — A) something you want to get done B) things people have done well C) order in time that things happen

26. objective — A) disagreements B) lies, untruths C) something you want to get done

27. function — A) what something or someone does B) outline C) the most important

28. proofread — A) right, correct B) solely, only C) to read over to make sure something is written correctly

29. request — A) area of the country B) ask for C) something you want to get done

30. crucial — A) able to do many things B) the most important C) grown up

31. format — A) outline form B) possible C) area

32. adapted — A) changed B) looks good C) show

33. relevent — A) area B) looks good C) important

PERFORMANCE CHECK: When the test has been finished, hand to the teacher to be graded.

UNIT C: UNIT TEST (1 of 3)

COMPETENCY: Given a test over Unit C, you will be able to show that you have learned the material in Unit C.

SUPPLIES: Paper, pen/pencil

STUDENT ACTION:

1. DO NOT WRITE ON THESE PAGES.
2. On a separate sheet of paper, write your name and Unit Test - C.
3. Number your paper 1 to 33.
4. On your paper, put the correct answers next to the numbers.

TRUE OR FALSE - If the sentence is true, put the letter T by the number. If the sentence is false, put the letter F by the number.

1. As a person selling yourself, you should know what you have to offer.

2. When writing a letter to an employer, you do not need to know why you want to work for the company.

3. The purpose of the first paragraph of a letter that you send to an employer is to list your references.

4. By using a letter to tell some high points in your background that go along with the employers needs, you can set up a link between what you have to offer and what the employer needs.

5. You can start some action in your letter by asking for an interview.

6. A poorly written letter will not hurt your chances of getting a job.

7. If you have not had an answer to your letter in two weeks, just forget about it and look for a job someplace else.

8. The heading of your letter is your address and date.

9. If you do not know the name of the person to whom you are writing, just put down, "Dear Sir:"

10. You should use the word "Thanks", for the closing.

11. The purpose of a letter of introduction is to get you a job.

12. In a letter of application, you should tell about the job you want, your education and training and your past experience.

13. In a letter of application, you should not give a reference.

14. You should not use postscripts (P.S.) in a letter of application.

15. You should always be prepared to make a walk-in application at any time.

16. Late in the afternoon when things get very busy is a good time to go for an interview.

17. You should not talk longer than 5 minutes to an employer about a job.

FILL IN THE BLANK - On your paper, fill in the blanks for an envelope to be sent to a teacher at your school.

18. ______________
19. ______________
20. ______________

21. ____________________
22. ____________________
23. ____________________
24. ____________________

VOCABULARY - Next to the number, put the letter (A,B, or C) that gives the meaning of the word.

25. body of letter A) part of the letter that has the name, job title and address of the person getting the letter B) the main part of the letter; the reason the letter was written C) letter writer's written name

26. salutation A) to think highly of something or someone B) greeting of a letter C) date block of a letter

27. inquiry A) a question B) an answer C) a place

28. complimentary closing A) part of a letter just above the signature (ex. Sincerely yours,) B) date block of a letter C) the main part of a letter; the reason that the letter was sent

29.	signature	A) a greeting of the letter B) letter writer's written name C) proof
30.	inside address	A) part of a letter that has the name, job title and address of the person getting the letter B) part of the letter just above the signature C) greeting of a letter
31.	heading	A) letter writer's written name B) writer's address and the date C) the main part of a letter; the reason that the letter was written
32.	rejection	A) to be turned down, not accepted B) being able to say and do the correct thing C) a person believes in himself or herself and his or her abilities
33.	refuse	A) to say "no" B) to put off until later C) to be sure

PERFORMANCE CHECK: When the test has been finished, hand to the teacher to be graded.

UNIT D: UNIT TEST (1 of 2)

COMPETENCY: Given a test over Unit D, you will be able to show that you have learned the material in the unit.

SUPPLIES: Paper, pen/pencil

STUDENT ACTION:

1. DO NOT WRITE ON THESE PAGES.
2. On a separate sheet of paper, write your name and Unit D - Unit Test
3. Number your paper 1 to 33.
4. Next to each number, write the correct answer.

TRUE or FALSE: If the sentence is true, put a T by the number. If the sentence is false, put an F by the number.

1. You should never write on an application except to sign your name.
2. You should only use blue or black ink on an application.
3. It is OK to use a pencil on an applicaton.
4. You do not need to read over an application before you fill it out.
5. N/A means "no answer."
6. You should never print "anything" on the blank that asks what job you want.
7. You can use a relative for one of your references.
8. When you apply for a job you should take 2 pens with you.
9. You do not need to be honest when you fill out an application because employers will not check it out anyway.
10. You should take a friend with you when you apply for a job.
11. If you do not have a telephone number, just leave that line blank or put N/A on it.
12. If you have a police record, just put down N/A on that line.
13. You should get permission to use a person as a reference.
14. You should not use two different colors of ink when filling out an application.

SHORT ANSWER: Write out the answers to the following questions.

15. Why should you not write on an application?
16. Why should you not fill out an application with a pencil?

UNIT D - UNIT TEST (2 of 2)

17. How can you find out the addresses of the schools you went to if you do not remember?

18. What is your major field of study?

19. List the names and addresses or phone numbers of 3 people who could be references for you.

APPLICATION: 20-24. Fill out the application in this test.

VOCABULARY:

25.	aptitude	A) ability B) happening for a long time C) a lack of something important; a fault
26.	complete	A) spoken or written in secret B) with all the parts; whole; entire C) unable to do some things; not having the ability
27.	felony	A) a serious crime B) a crime that is not very serious C) the act of leaving someone or something out
28.	interviewer	A) a person who runs machinery B) the person who asks questions to people applying for a job C) a written or spoken message
29.	supervisor	A) employee B) class C) boss
30.	former	A) before now B) first to sixth grades C) the other side of a sheet of paper
31.	spouse	A) report B) husband or wife C) secret; confidential
32.	status	A) very important B) where someone lives C) rank or standing
33.	personnel	A) secret; confidential B) to say exactly what you mean C) employees; people working for a company

PERFORMANCE CHECK: When the test is finished, hand to the teacher to be graded.

UNIT E: UNIT TEST (1 of 2)

COMPETENCY: Given a test over Unit E, you will be able to show that you have learned the material in the Unit.

SUPPLIES: Paper, pen/pencil

STUDENT ACTION:
1. DO NOT WRITE ON THESE PAGES.
2. On a separate sheet of paper, write your name and Unit E - Unit Test.
3. Number your paper 1 to 33.
4. Next to each number, write the correct answer.

TRUE or FALSE: If the sentence is true, put a T by the number. If the sentence is false, put an F by the number.

1. I.Q. stands for Intelligence Quotient.
2. The purpose of an I.Q. test is to measure your aptitudes.
3. The purpose of an aptitude test is to measure your capacity to learn.
4. Aptitude tests are not really tests.
5. Many people fail tests because they do not know how to approach a test.
6. The time of day when you take a test is not important.
7. Completion questions are very difficult to answer because you must know the answer.
8. For some jobs, if you do not pass an employment test you will not be hired.
9. People do not have a "peak" time when they do best.
10. You do not need to get plenty of rest the night before a test.
11. You should cram before you take a test.
12. You should always read the directions for a test very carefully.
13. If you do not understand the directions for a test, do not ask the employer because he or she may think you are dumb.
14. Tests are only one way an employer tries to find out about you.
15. In most cases, the employer will use only your test scores to see if you should be hired.

SHORT ANSWER: Write out the answers to the following questions.

16. Why should you get plenty of rest before you take a test?

17. If you have a choice of where to sit when taking a test, what should you think about?

18. Why should you get a sample of the test questions if you can?

19. Why might you miss a test question even if you know the answer?

20. What do people who give employment tests think?

VOCABULARY:

21. illustrates A) gives B) controls C) shows

22. administered A) controlled B) changed C) given

23. capacity A) the ability to hold a certain amount B) possible C) true

24. indicator A) something that shows or directs B) something that holds a certain amount C) a city in Illinois

25. preference A) favorite B) control C) true

26. eliminate A) to give B) to add to C) to get rid of

27. adjustment A) act of being outgoing and talkative B) act of changing with conditions C) act of being withdrawn; shy; not talkative

28. potential A) punishment B) possible C) true

29. factual A) false B) true C) exact

30. stupor A) favorite B) a condition of dullness C) possible

31. endurance A) to show or direct B) ability to last a long time C) born with; belonging by nature

32. penalty A) to get rid of B) different than others C) punishment

33. precise A) favorite B) exact C) to get rid of

PERFORMANCE CHECK: When the test is finished, hand to the teacher to be graded.

UNIT F: UNIT TEST (1 of 2)

COMPETENCY: Given a test over Unit F, you will be able to show that you have learned the material in the unit.

SUPPLIES: Paper, pen/pencil

STUDENT ACTION:

1. DO NOT WRITE ON THESE PAGES.
2. On a separate sheet of paper, write your name and Unit F - Unit Test.
3. Number your paper 1 to 33.
4. Next to each number, write the correct answer.

TRUE or FALSE: If the sentence is true, put a T by the number. If the sentence is false put an F by the number.

1. Every successful job hunt ends up with an interview.
2. Your personality is made up of things which set you apart from everyone else.
3. The way you act does not show the kind of person you are.
4. The employer feels that your attendance at school will have nothing to do with your attendance on the job.
5. It is OK to tell the interviewer that you have never worked.
6. It is OK to try to have an interview over the telephone.
7. You do not need to know why you want to work for the company.
8. The employer's first impression will be based on what you say.
9. You should go alone to an interview.
10. Employers feel how neatly you dress shows how neatly you will work.
11. You will not look bad if you cannot answer the questions in an interview.
12. If your ex-boss will not give you a good reference, do not tell the interviewer.
13. All employers know how to interview people.
14. It is OK to "bad mouth" your former boss in an interview.
15. You should not get to the interview a little early.

SHORT ANSWER: Write out the answers to the following questions.

The purpose of an interview is for the employer to find out 4 things about you. List 2 of them.

16.

17.

18. The interviewer can tell how you feel by noticing what?

19. Why does the interviewer want to know about your school attendance?

20. On what is the interviewer's first impression based?

LIST THREE QUESTIONS THAT YOU COULD ASK AN EMPLOYER DURING AN INTERVIEW.

21.

22.

23.

24. Why must you make sure that you take your important papers with you to an interview?

25. Why should you go alone to an interview?

VOCABULARY:

26. frequently A) happening often B) feeling C) clearly

27. initial A) set up B) an answer C) first

28. confidence (confident) A) happening often B) feeling sure of yourself C) worried; nervous

29. response A) an answer B) first C) feeling

30. selection A) one of a kind B) clear; exact C) a choice

31. arranged A) set up B) wanted to do well and to get ahead C) well thought of

32. communications A) strong excitement over something or someone B) acted out as if it were real; practiced C) talking by spoken language, written language, sign language, etc.

33. impression A) careful B) feeling C) a choice

PERFORMANCE CHECK: When the test is finished, hand to the teacher to be graded.

UNIT G: UNIT TEST (1 of 3)

COMPETENCY: Given a test over Unit G, you will be able to show that you have learned the material in the unit.

SUPPLIES: Paper, pen/pencil

STUDENT ACTION:

1. DO NOT WRITE ON THESE PAGES.
2. On a separate sheet of paper, write your name and Unit G - Unit Test.
3. Number your paper 1 to 33.
4. Next to each number, write the correct answer.

TRUE or FALSE: If the sentence is true, put a T by the number. If the sentence is false, put an F by the number.

1. Rejection Shock is not a very common problem among job hunters.
2. Reject means to take or accept.
3. People with Rejection Shock do not feel good about themselves.
4. How people handle being turned down for a job depends on how they handle their feelings.
5. Using preparation, caution, consolation and determination is the best way to handle Rejection Shock.
6. Before you start looking for a job, you should think of as many problems as you can that you may have to face.
7. Every job is right for you.
8. Rejection Shock cannot cause any real problems.
9. Rejection Shock can make people feel very lonely.
10. Rejection Shock cannot make people feel upset.
11. Rejection Shock could never lead to robbery, murder or suicide.
12. If you run into a problem while looking for a job, you should not get any help in solving it.

SHORT ANSWER: Write out the answer to the following questions.

LIST 3 PROBLEMS THAT YOU COULD HAVE TO FACE WHILE LOOKING FOR A JOB.

13.

14.

15.

16. How could you best handle the problem in question number 13?

17. How could you best handle the problem in question number 14?

18. How could you best handle the problem in question number 15?

19. If you run into a problem in your job hunt, to whom could you go for help?

20. If you start feeling "down" when you cannot find a job, what should you tell yourself?

VOCABULARY:

21.	consolation	A) willpower, strength, courage B) comfort, sympathy, relief C) feeling "down"
22.	caution	A) having to do with the mind or brain B) comfort C) care, thought
23.	determination	A) feeling "down," feeling the "blues" B) willpower, strength, courage C) having to do with the mind or brain
24.	preparation	A) normal, matter-of-fact B) the act of getting ready C) perfect, complete
25.	symptoms	A) normal, matter-of-fact B) guide, master, manage C) signs, warnings
26.	shock	A) killing one's self B) act of turning down C) a state of being "down"
27.	violent	A) hard, strong B) failed, losing, useless C) comfort, sympathy, relief
28.	rejection	A) act of turning down, not taking B) likely, seemingly C) normal, matter-of-fact
29.	control	A) perfect, complete B) to guide, to master, to manage C) a state of being "down"
30.	depression	A) comfort, sympathy, relief B) feeling "down," feeling the "blues," a feeling of hopelessness C) killing one's self
31.	unsuccessful	A) perfect, complete B) failed, losing, useless C) likely, seemingly
32.	common	A) regular, usual B) care, thought C) alarming, severe, dangerous
33.	suicide	A) killing one's self B) act of turning down C) a state of being "down"

PERFORMANCE CHECK: When the test is finished, hand to the teacher to be graded.

UNIT H: UNIT TEST (1 of 3)

COMPETENCY: Given a test over Unit H, you will be able to show that you have learned the material in Unit H.

SUPPLIES: Paper, pen/pencil

STUDENT ACTION:
1. DO NOT WRITE ON THESE PAGES.
2. On a separate sheet of paper, write your name, Unit H - Unit Test.
3. Number your paper 1 to 33.
4. By each of the numbers, put the correct answer.
5. If you have any questions, ask your teacher.

A. TRUE OR FALSE -If the sentence is true, put the letter T by the number of the sentence. If the sentence is false, put the letter F by the number of the sentence.

1. You should register with the Social Security office before you begin your job hunt.
2. Your employer will take money out of your check every pay and put it into your Social Security account.
3. You are the only person who will put money into your Social Security account.
4. How much you get from Social Security depends only on how old you are.
5. To get a Social Security card, you will have to prove your age, who you are and that you are a citizen of the United States.
6. You do not need to sign up for Social Security checks to get them.
7. You do not need a Social Security card to get a driver's license.
8. The two parts of Medicare are hospital insurance and medical insurance.
9. A Form W-2 only shows the money that you were paid for the year you worked.
10. Social Security is our nation's way of giving you and/or your family an income when you retire, become disabled or die.
11. You will make as much money from Social Security when you retire as you made from your job when you were working.
12. You cannot get another Social Security card if you lose one.

13. The only way you can get money from Social Security is by retiring.

14. Even if you have not worked long enough, you will get some money from Social Security.

15. Nothing can happen to you if you lie on your Social Security application.

16. You mark your number of dependents on an Employer's Withholding Certificate.

17. A Federal Income Tax form must be sent in by midnight, April 15.

18. Chances are you will be given a choice to join or not to join a union.

19. When you get a job, you have set up a contract between you and your employer.

20. Fringe benefits are a way for a company to give you more rewards.

21. Group insurance costs more than insurance a person buys just by himself or herself.

22. There are no fringe benefits that a company has to give you.

23. You should not ask about the job at an interview. You should wait until you start working.

24. A medical history form shows the health of you and your family.

25. The kind of job you pick will decide the kind of life you will live.

26. When you get a pay check, you will get all of the money that you have earned.

27. Companies give unemployment benefits so that you will still be getting some money every pay day if you are laid off.

B. VOCABULARY - Next to the number, put the letter (A,B, or C) that gives the meaning of the word.

28. contributing A) giving B) quitting work C) expert

29. survivors A) a list of rules or a plan B) people who are still alive C) payments or gifts

30. deposit A) to put in B) a choice a person makes C) a train station

31. benefits — A) things a person must do B) legal agreement C) extra money or extra services

32. dependents — A) people taken care of by others B) handicaps C) requirements, things that are needed

33. withhold — A) able to chose B) to hold back C) to hold hands

PERFORMANCE CHECK: When the test has been finished, hand to the teacher to be graded.

UNIT I: UNIT TEST (1 of 3)

COMPETENCY: Given a test over Unit I, you will be able to show that you have learned the material in the unit.

SUPPLIES: Paper, pen/pencil

STUDENT ACTION:

1. DO NOT WRITE ON THESE PAGES.
2. On a separate sheet of paper, write your name and Unit I - Unit Test.
3. Number your paper 1 to 33.
4. Next to each number, write the correct answer.

TRUE or FALSE: If the sentence is true, put a T by the number. If the sentence is false, put an F by the number.

1. You will not have to make any adjustments when you start a new job.
2. You will never have to work with a person you do not like.
3. The type of work you do will largely decide what working conditions you will have when you work.
4. When you get a job, you will have to adjust so that you will have a business attitude.
5. You will have to work well enough to help the company make money.
6. Having concern for productivity means a worker does what he or she is told to do.
7. Every job has to have a first day.
8. Your boss will be watching you the first day to yell at you if you do something wrong.
9. On your job, it is not important to listen carefully to directions given you.
10. If you do not understand how to do something, try to do it anyway.
11. You must learn the company's rules.
12. It is OK to waste a little time visiting.
13. If you make a mistake, you should tell someone to correct it for you.
14. At the end of the day, you should make sure someone else cleans up your work area.

15. You will spend almost all of your adult life at work.

16. If you work every week, you can expect to get paid every payday.

17. How long a person trains you for a job usually depends on how much you are being paid.

18. Rather than laugh at other people's mistakes, you should try to help them.

19. It does not matter if you miss a lot of work.

20. It is very easy to like everyone.

MATCHING: Write the letter for the meaning next to the number.

21. concern for productivity

22. pride in work

23. responsibility

24. good attitude toward the company

25. ability to follow directions

A. the worker liking the company

B. the worker doing what needs to be done

C. the worker wanting the company to grow

D. the worker being proud of his or her job

E. the worker doing what he or she is told and doing it right

VOCABULARY:

26. cooperation A) the act of working together, getting along B) the way you act C) boss

27. situation A) to take B) a change C) a job

28. mature A) in too much of a hurry B) goal, dream, wish C) grown-up, adult acting

29. effort A) to get better B) the way you feel about things C) a struggle, a try

30. survival A) staying or lasting B) the way people get along C) the things around you

31. regulations A) jobs B) rules C) to get better

32. attitude A) the way you feel about things B) the act of working together, getting along C) wanted or required

33. dependability — A) how much work a person does B) the things around you C) the trait of being able to be counted on to get a job done

PERFORMANCE CHECK: When the test is finished, hand to the teacher to be graded.

UNIT J: UNIT TEST (1 of 3)

COMPETENCY: Given a test over Unit J, you will be able to show that you have learned the material in the unit.

SUPPLIES: Paper, pen/pencil

STUDENT ACTION:

1. DO NOT WRITE ON THESE PAGES.
2. On a separate sheet of paper, write your name and Unit J - Unit Test.
3. Number your paper 1 to 33.
4. On your paper, answer the 33 questions below.
5. If you have any questions, ask your teacher.

TRUE or FALSE: If the sentence is true, put a T by the number. If the sentence is false, put an F by the number.

1. People work only for money.
2. Most successful workers share some traits.
3. You should get to know the company that you work for.
4. When layoff time comes, people who do their jobs well are the first to go.
5. When promotion time comes, you will only be judged on your job skills, your attitudes and how well you follow rules.
6. You certainly will get a raise if you have worked well.
7. If you have worked for one year, you will get a raise.
8. It takes hard work, determination and initiative in order to get a raise.
9. Before you ask for a raise, you should judge yourself and your work.
10. If your boss does not think you have done well enough to get a raise, you should quit your job.

SHORT ANSWER: Answer the following questions on your paper next to the questions' numbers.

List 3 reasons that people work.

11.

12.

13.

List 3 things that you will be judged on for a promotion.

14.

15.

16.

17. How can you make sure you do your job well?

18. How can you improve yourself as a worker?

19. What should you do if your boss does not think that you have done well enough to get a raise?

List 2 reasons that you may not get a promotion or raise even if you deserve one.

20.

21.

VOCABULARY:

22. promotion A) things a person thinks are important B) doing things without being told C) the act of getting a better job

23. improve A) to get along with B) to know about yourself C) to do better

24. initiative A) importance B) judging C) doing things without being told

25. efficiency A) the act of getting a better job B) the act of being able to do things correctly and quickly C) the act of wanting to get something done

26. persistence A) a person can be counted on to get the job done B) doing things without being told C) when a person keeps trying and does not quit

27. evaluate A) to know or understand B) to move ahead C) to judge

28. contract A) the act of moving ahead B) to do better C) a written or spoken agreement

29. responsibility A) the act of getting a better job B) the act of wanting to get something done C) ability to be trusted

30. dependability A) the act of wondering about things B) the act of wanting to get something done C) the act of being able to be counted on to get the job done

31. achievements A) when a person keeps trying and doesn't give up B) chances C) things a person has done

32. determination A) the act of getting a better job B) the act of moving ahead C) the act of wanting to get something done

33. values A) very important B) importance C) things a person thinks are important

PERFORMANCE CHECK: When the test is finished, hand to the teacher to be graded.

COMPETENCY: Given a test over Unit K, you will be able to show that you have learned the material in the unit.

SUPPLIES: Paper, pen/pencil

STUDENT ACTION:

1. DO NOT WRITE ON THESE PAGES.
2. On a separate sheet of paper, write your name and Unit K - Unit Test.
3. Number your paper 1 to 33.
4. Next to each number, write the correct answer.

TRUE or FALSE: If the sentence is true, put a T by the number. If the sentence is false, put an F by the number.

1. Your former boss would be the best reference for another job.
2. It does not matter if you are a good worker or not; your boss will be a good reference anyway.
3. If you like your job, it is easy to be a good worker.
4. If you do not like your job, it is easy to be a good worker.
5. Your boss will not fire you if you are always late for work.
6. Your boss will fire you if you do not call in when you cannot go to work.
7. You will not be in trouble with the boss if you call in one hour late and say that you cannot come to work.
8. You will be fired if you do not follow directions.
9. You will not be fired if you just steal small things from work.
10. You should never stay at a job over 2 years even if you have been given raises.
11. People only quit jobs to get a better job.
12. You should give at least a 2 weeks' notice when you are going to quit a job.
13. You do not have to work as hard after you have given your 2 weeks' notice because you are leaving anyway.
14. It is harder to find a job you will like if you already have a job.
15. When you tell your boss you are leaving, you should give enough time so that someone can be hired and trained to do your job.

UNIT K - UNIT TEST (2 of 2)

SHORT ANSWER: Write out the answers to the following questions.

List 5 things a good worker must do.

16.

17.

18.

19.

20.

List 5 reasons why people quit jobs.

21.

22.

23.

24.

25.

VOCABULARY:

26.	reference	A) the right amount B) a person who can tell about the kind of worker you are C) occupation, job
27.	termination	A) shortest or least amount B) the end C) correct, right
28.	resign	A) to quit B) why something happens C) a choice
29.	notice	A) standing still B) wrong C) a written or oral message stating a person is quitting
30.	position	A) a job B) once in awhile C) to make a choice
31.	minimum	A) shortest or least amount B) the end C) why something happens
32.	expert	A) correct, right B) the right amount C) a master or professional
33.	promotion	A) written or oral message that states a person is quitting B) the act of moving to a better job in a company C) why something happens

PERFORMANCE CHECK: When the test is finished, hand to the teacher to be graded.

UNIT L: UNIT TEST (1 of 2)

COMPETENCY: Given a test over Unit L, you will be able to show that you have learned the material in the Unit.

SUPPLIES: Paper, pen/pencil

STUDENT ACTION:

1. DO NOT WRITE ON THESE PAGES.
2. On a separate sheet of paper, write your name, Unit L - Unit Test.
3. Number your paper 1 to 20.
4. By each of the numbers, put the correct answer.

TRUE or FALSE: If the sentence is true, put the letter T by the number of the sentence. If the sentence is false, put the letter F by the number of the sentence.

1. Indians in America have been badly discriminated against.

2. Blacks in America have been badly discriminated against.

3. Women in America have not been discriminated against.

4. The basic rights of equality and employment have been cleared up by laws and presidential orders.

5. E.E.O. means that no one can stop you from applying for a job because of your race, color, creed, and so on.

6. E.E.O. means that once you get a job you cannot be fired.

7. E.E.O. does not mean that no one may get treated differently in pay, benefits, working conditions, promotions or lay offs because of his or her race, color, creed, etc.

SHORT ANSWER - Write out the answer to the following questions.

LIST 3 THINGS THAT SHOULD DECIDE WHETHER OR NOT YOU SHOULD BE HIRED FOR A JOB.

8.

9.

10.

LIST 2 GROUPS OF PEOPLE IN AMERICA THAT HAVE BEEN BADLY DISCRIMINATED AGAINST.

11.

12.

13. What does Equal Employment Opportunity (E.E.O.) mean?

VOCABULARY:

14. disadvantaged A) not having the same as other people, having less of something B) how long a person has worked C) changed

15. minority A) a smaller group B) a larger group C) the same amount

16. discriminate A) to treat differently B) to cause to change C) what a person believes in

17. opportunity A) handicap B) a chance C) a smaller group

18. creed A) causing to change B) what nation a person or a person's family came from C) what a person believes in

19. reforms A) same amount B) takes away C) changes

20. equal A) handicap B) to turn down C) same amount

PERFORMANCE CHECK: When the test is finished, hand to the teacher to be graded.

SECTION 5:

UNIT TEST ANSWER KEYS

ANSWER KEY - UNIT A - UNIT TEST

TRUE or FALSE

1. F
2. T
3. F
4. F
5. T
6. F
7. T
8. T
9. T
10. F
11. F
12. F
13. F
14. F
15. F
16. T
17. T
18. T
19. T
20. F

SHORT ANSWER

21. cooks

22. Burger Biggy (and/or)
1234 So. Reaves Ave.

23. in person

24. between 2 and 4 PM

25. No

VOCABULARY

26. C

27. C

28. B

29. C

30. A

31. C

32. C

33. A

ANSWER KEY - UNIT B - UNIT TEST

TRUE or FALSE

1. F
2. T
3. T
4. F
5. F
6. T
7. F
8. F
9. T
10. F
11. T
12. F
13. T
14. F
15. T

SHORT ANSWER

QUESTIONS	ANSWERS
16. Who do you know that would be able to take a message for you?	16. ANSWERS WILL VARY.
17. What is his or her telephone number?	17. ANSWERS WILL VARY.
18. What work experience do you have?	18. ANSWERS WILL VARY.
19. What is the address of your high school?	19. ANSWERS WILL VARY.
20. What is the highest grade you have completed?	20. ANSWERS WILL VARY.

VOCABULARY

21. A
22. C
23. C
24. B
25. C
26. C
27. A
28. C
29. B
30. B
31. A
32. A
33. C

ANSWER KEY - UNIT C - UNIT TEST

TRUE or FALSE

1. T
2. F
3. F
4. T
5. T
6. F
7. F
8. T
9. F
10. F
11. F
12. T
13. F
14. T
15. T
16. F
17. F

FILL IN THE BLANK: On your paper, write the words by the numbers that would fill in the blanks for an envelope to be sent to a teacher at your school.

18. ____________
19. ____________
20. ____________

21. ____________________
22. ____________________
23. ____________________
24. ____________________

VOCABULARY:

25. B
26. B
27. A
28. A
29. B
30. A
31. B
32. A
33. A

ANSWER KEY - UNIT D - UNIT TEST

TRUE or FALSE

1. T
2. T
3. F
4. F
5. F
6. T
7. F
8. T
9. F
10. F
11. F
12. F
13. T
14. T

SHORT ANSWER:

QUESTIONS	ANSWERS
15. Why should you not write on an application?	15. ANSWERS WILL VARY - Grade Accordingly.
16. Why should you not fill out an application with a pencil?	16. ANSWERS WILL VARY - Grade Accordingly.
17. How can you find out the address of the schools you went to if you do not remember?	17. ANSWERS WILL VARY - Grade Accordingly.
18. What is your major field of study?	18. ANSWERS WILL VARY - Grade Accordingly.
19. List the names and addresses or phone numbers of 3 people who could be a reference for you.	19. ANSWERS WILL VARY - Grade Accordingly.

20-24 Application - 21-25 points - 3 off for each mistake, up to 5 mistakes

VOCABULARY:

25. A
26. B
27. A
28. B
29. C
30. A
31. B
32. C
33. C

ANSWER KEY - UNIT E - UNIT TEST

TRUE or FALSE

1. T
2. F
3. F
4. T
5. T
6. F
7. T
8. T
9. F
10. F
11. F
12. T
13. F
14. T
15. F

SHORT ANSWER

QUESTIONS	ANSWERS
16. Why should you get plenty of rest before you take a test?	16. ANSWERS WILL VARY - Grade Accordingly (example: so that you will not be tired)
17. If you have a choice of where to sit when taking a test, what should you think about?	17. lights (and/or) noise (and/or) space (and/or) Are you close enough? (and/or) Can you see? (and/or) Are you comfortable?
18. Why should you get a sample of the test questions if you can?	18. ANSWERS WILL VARY - Grade Accordingly (Best Answer - to get a "feel" for the test)
19. Why might you miss a test question even if you know the answer?	19. ANSWERS WILL VARY - Grade Accordingly (Best Answer - You may mark the answer sheet wrong.)
20. What do people who give employment tests think?	20. ANSWERS WILL VARY - Grade Accordingly (Best Answer - How you do on the test is a good indicator of how you will do on the job.)

VOCABULARY

21. C
22. C
23. A
24. A
25. A
26. C
27. B
28. B
29. B
30. B
31. B
32. C
33. A

ANSWER KEY - UNIT F - UNIT TEST

TRUE or FALSE

1. T
2. T
3. F
4. F
5. F
6. F
7. F
8. F
9. T
10. T
11. F
12. F
13. F
14. F
15. F

SHORT ANSWER

QUESTIONS	ANSWERS
16-17. The purpose of an interview is for the employer to find out 4 things about you. List 2 of them.	16-17. Any 2 in any order your personality education and training work experience references
18. The interviewer can tell how you feel by noticing what?	18. the way you act (and/or) what you say (and/or) the look on your face
19. Why does the interviewer want to know about your school attendance?	19. ANSWERS WILL VARY - Grade Accordingly.
20. On what is the interviewer's first impression based?	20. the way you are dressed (and/or) how you look
21-23. LIST THREE QUESTIONS THAT YOU COULD ASK AN EMPLOYER DURING AN INTERVIEW.	21-23. ANSWERS WILL VARY - Grade Accordingly.
24. Why must you make sure that you take your important papers with you?	24. ANSWERS WILL VARY - Grade Accordingly.
25. Why should you go alone to the interview?	25. ANSWERS WILL VARY - Grade Accordingly.

VOCABULARY

26. A
27. C
28. B
29. A
30. C
31. A
32. C
33. B

ANSWER KEY - UNIT G - UNIT TEST

TRUE or FALSE

1. F
2. F
3. T
4. T
5. T
6. T
7. F
8. F
9. T
10. F
11. F
12. F

SHORT ANSWER

13-15. LIST 3 PROBLEMS THAT YOU COULD HAVE TO FACE WHILE LOOKING FOR A JOB.	13-19. ANSWERS WILL VARY - Grade Accordingly.
16. How could you best handle the problem in question number 13?	
17. How could you best handle the problem in question number 14?	
18. How could you best handle the problem in question number 15?	
19. If you run into a problem in your job hunt, whom could you go to for help?	
20. If you start feeling "down" when you cannot find a job, what should you tell yourself?	20. Tell yourself that there is nothing wrong with you. (and/or) ...that you know you can be a good worker... (and/or) it just may take a little time to find...

VOCABULARY

21. B
22. C
23. B
24. B
25. C
26. C
27. A
28. A
29. B
30. B
31. B
32. A
33. A

ANSWER KEY - UNIT H - UNIT TEST

TRUE or FALSE

1. T
2. T
3. F
4. F
5. T
6. F
7. F
8. T
9. F
10. T
11. F
12. F
13. F
14. F
15. F
16. T
17. T
18. T
19. T
20. T
21. F
22. F
23. F
24. T
25. T
26. F
27. T

VOCABULARY

28. A
29. B
30. A
31. C
32. A
33. B

ANSWER KEY - UNIT I - UNIT TEST

TRUE or FALSE

1. F
2. F
3. T
4. T
5. T
6. F
7. T
8. F
9. F
10. F
11. T
12. F
13. F
14. F
15. F
16. T
17. F
18. T
19. F
20. F

MATCHING

21. C
22. D
23. B
24. A
25. E

VOCABULARY

26. A
27. C
28. C
29. C
30. A
31. B
32. A
33. C

ANSWER KEY - UNIT J - UNIT TEST (1 of 2)

TRUE or FALSE:

1.	F	6.	F
2.	T	7.	F
3.	T	8.	T
4.	F	9.	T
5.	F	10.	F

SHORT ANSWER:

11. - 13. List 3 reasons that people work.	11. - 13. (ANY THREE OF THE FOLLOWING:) *money, * security, *self-identity, *prestige, * achievement or *power
14. - 16. List 3 things that you will be judged on for a promotion.	14. -16. (ANY THREE OF THE FOLLOWING:) * job skill * following rules * improving your work * ideas and problem solving * getting along with others * company costs * company growth * attitudes
17. How can you make sure you do your job well?	17. STUDENT OPINION: ANSWERS WILL VARY.
18. How can you improve yourself as a worker?	18. STUDENT OPINION: ANSWERS WILL VARY.
19. What should you do if your boss does not think that you have done well enough to get a raise?	19. Improve yourself. (OR) Improve yourself then ask for a raise again.
20. - 21. List 2 reasons that you may not get a promotion or raise even if you deserve one.	20. - 21. (Any two of the following:) * You may be a member of a union, and all raises are set up in the contract. * The company might not be

doing well enough to give raises.
* There may be no jobs open that you could move to.
* There may be no jobs open that you have the training or education to be able to do.

VOCABULARY:

22. A
23. C
24. C
25. B
26. C
27. C
28. C
29. C
30. C
31. C
32. C
33. C

ANSWER KEY - UNIT K - UNIT TEST

TRUE OR FALSE:

1. T
2. F
3. T
4. F
5. F
6. T
7. F
8. T
9. F
10. F
11. F
12. T
13. F
14. F
15. T

SHORT ANSWER:

QUESTIONS	ANSWERS
16. - 20. List 5 things a good worker must do.	16. - 20. STUDENT OPINION: ANSWERS WILL VARY.
21. - 25. List 5 reasons why people quit jobs.	21. - 25. (in any order) * wanting a better job * poor health * moving * going back to school * unhappy (any answer concerning being unhappy)

VOCABULARY:

26. B
27. B
28. A
29. C
30. A
31. A
32. C
33. B

UNIT L - UNIT TEST ANSWER KEY

TRUE OR FALSE:

1. T 5. T

2. T 6. F

3. F 7. F

4. T

SHORT ANSWER:

LIST 3 THINGS THAT SHOULD DECIDE WHETHER OR NOT YOU SHOULD BE HIRED.

8.

9.

10.

8,9,10 - STUDENT OPINION, grade accordingly.

LIST 2 GROUPS OF PEOPLE IN AMERICA THAT HAVE BEEN DISCRIMINATED AGAINST.

11.

12.

11,12 - any 2 of the following: Blacks, Women, Indians (or any other the students can think of)

13. What does E.E.O. mean?

13. ANSWERS WILL VARY - grade accordingly.

VOCABULARY:

14. A

15. A

16. A

17. B

18. C

19. C

20. C

SECTION 6:

200 QUESTION ASSESSMENT

STUDENT ACTION:

1. DO NOT WRITE ON THESE PAGES.
2. On a separate sheet of paper, write your name and Program Assessment.
3. Number your paper 1 to 200.
4. Next to each number write the correct answer as directed.

TRUE or FALSE: If the answer is True, put a T by the number. If the answer is False, put an F by the number.

UNIT A:

1. Public employment agencies charge a fee.

2. The role of a public employment agency is to serve employers who have jobs and persons who need jobs.

3. If you do not hear from Job Service after you have gone there, it is not a good idea to call them.

4. People who use Job Service can find out about jobs only in their city.

5. At Job Service, a referral is a job interview.

6. Jobs are posted on a bulletin board at Job Service.

7. Job Service does nothing but find jobs for people.

8. If a private employment agency finds a person a job, the person always pays the fee.

9. You must be 16 years old to be in a work program in high school.

10. Your employer gives you a grade for your job and your class work.

11. The only way you can learn some jobs is by getting into an apprenticeship program.

12. Most professional and trade groups have a list of jobs in their areas.

13. Every job search ends in a person getting a job.

UNIT B:

14. The purpose of a resume is to get a job.

15. Job offers usually come from personal interviews.

16. Hiring is done only on the basis of qualifications.

17. Most employers feel that a person who lacks skills cannot be trained.

18. There is no such thing as a perfect resume.

19. In a resume, your job objective should be a long-range one.

20. If you have not developed at least a general objective, you are not ready to write your resume.

21. Your educational experiences should be left out of your resume.

22. In a resume, you should stress your accomplishments.

23. If you have had many jobs, you should list all of them in your resume.

UNIT C:

24. The purpose of the first paragraph of a letter that you send to an employer is to list your references.

25. The heading of your letter is your address and the date.

26. If you do not know the name of the person to whom you are writing, just put down, "Dear Sir."

27. Your should use the word, "Thanks," for the closing.

28. The purpose of a letter of introduction is to get you a job.

29. You should not talk longer than 5 minutes to an employer about a job.

UNIT D:

30. You should never write on an application except to sign your name.

31. It is OK to use a pencil on an application.

32. You do not need to read over an application before you fill it out.

33. N/A means "no answer."

34. You should never print "anything" on the blank that asks you what job you want.

35. You can use a relative as one reference.

36. You do not need to be honest when you fill out an application because employers will not check it out anyway.

37. If you do not have a telephone number, just leave that line blank.

38. If you have a police record, just put down N/A on that line.

39. You should not use 2 different colors of ink when filling out an application.

40. You should get permission to use a person as a reference.

UNIT E:

41. I.Q. stands for Intelligence Quotient.

42. The purpose of an I.Q. test is to measure your aptitude.

43. Aptitude tests are not really tests.

44. The time of day when you take a test is not important.

45. People do not have a "peak" time when they do best.

46. You should cram before you take a test.

47. If you do not understand the directions for a test, do not ask the employer because he or she may think you are dumb.

48. Tests are only one way an employer tries to find out about you.

49. In most cases, the employer will use only your test scores to see if you should be hired.

50. For some jobs, if you do not pass an employment test, you will not be hired.

UNIT F:

51. You should not get to the interview a little early.

52. All employers know how to interview people.

53. If your ex-boss will not give you a good reference, do not tell the employer.

54. The employer's first impression will be based on what you say.

55. You do not need to know why you want to work for the company.

56. Every successful job hunt ends with an interview.

57. The way you act does not show the kind of person you are.

58. The employer feels that your attendance at school will have nothing to do with your attendance on the job.

59. It is OK to try to have an interview over the phone.

60. You will not look bad if you cannot answer the questions in an interview.

UNIT G:

61. Rejection Shock is not a very common problem among job hunters.

62. People with Rejection Shock do not feel good about themselves.

63. Every job is right for you.

64. If you run into a problem while looking for a job, you should not get any help solving it.

65. How people handle being turned down for a job depends on how they handle their feelings.

UNIT H:

66. You are the only person who will put money into your Social Security account.

67. How much money you get from Social Security depends only upon how old you are.

68. You do not need to sign up for Social Security checks to get them.

69. You do not need a Social Security card to get a driver's license.

70. A Form W-2 only shows the money that you were paid for the year you worked.

71. You will make as much money from Social Security when you retire as you did when you were working.

72. You mark the number of dependents on an Employer's Withholding Certificate.

73. The only way you can get money from Social Security is if you retire.

74. Even if you have not worked long enough, you will get some money from Social Security.

75. Nothing can happen to you if you lie on your Social Security application.

76. A Federal Income Tax form must be sent in by midnight, April 15.

77. When you get a job, you have set up a contract between you and your employer.

78. Fringe benefits are a way for a company to give you more rewards.

79. There are no fringe benefits that a company has to give you.

80. When you get a paycheck, you will get all of the money that you have earned.

UNIT I:

81. The type of work you do will largely decide what working conditions you will have when you work.

82. You will never have to work with a person you do not like.

83. Your boss will be watching you the first day to yell at you if you do something wrong.

84. You must learn the company's rules.

85. Rather than laugh at other people's mistakes, you should try to help them.

86. If you work every week, you can expect to get paid every payday.

87. If you make a mistake, you should tell someone to correct it for you.

88. At the end of the day, you should make sure someone else cleans up your work area.

89. If you do not understand how to do something, try to do it anyway.

90. It is OK to waste a little time visiting.

UNIT J:

91. People work only for money.

92. When layoff time comes, people who do their jobs well are the first to go.

93. You certainly will get a raise in three months.

94. If you have worked for one year, you will get a raise.

95. If your boss does not think you have done well enough to get a raise, you should quit your job.

UNIT K:

96. Your former boss would be the best reference for another job.

97. It does not matter if you are a good worker or not; your boss will be a good reference anyway.

98. You will not be in trouble with the boss if you call in one hour late and say that you cannot come to work.

99. You should never stay at a job over 2 years even if you have been given raises.

100. People only quit jobs to get a better job.

101. You should give at least a 2 weeks' notice when you are going to quit a job.

102. It is harder to find a job you will like if you already have a job.

103. You will be fired if you do not follow directions.

104. If you like your job, it is easy to be a good worker.

105. You do not have to work as hard after you have given your 2 weeks' notice because you are leaving anyway.

106. Indians in America have been badly discriminated against.

107. Equal Employment Opportunity means that no one can stop you from applying for a job because of your race, color, creed, and so on.

108. The basic rights of equality and employment have been cleared up by laws and presidential orders.

109. Women in America have not been discriminated against.

110. Equal Employment Opportunity does not mean that no one may get treated differently in pay benefits, working conditions, promotions or lay offs because of his or her race, creed, color, and so on.

SHORT ANSWER: Write out the answers to the following questions.

UNIT B:

111. What work experience do you have?

112. What is the address of your high school?

113. What is the highest grade you have completed?

UNIT D:

114. Why should you not write on an application?

115. Why should you not fill out an application with a pencil?

116. List the name and address/phone number of a person who could be a reference for you.

UNIT E:

117. Why should you get plenty of rest before you take a test?

118. If you have a choice of where to sit when taking a test, what should you think about?

119. Why might you miss a test question even if you know the answer?

UNIT F:

120. The purpose of an interview is to find out 4 things about you. What is one of them?

121. Why does the interviewer want to know about your school attendance?

122. On what is the interviewer's first impression based?

123. Write a question that you could ask an employer during an interview.

124. Why should you go alone to an interview?

UNIT G:

125. Write a problem that you could have to face while looking for a job.

126. How would you handle the problem in question number 125?

127. If you start feeling "down" when you cannot find a job, what should you tell yourself?

UNIT J:

128. List 3 reasons that people work.

129. How can you improve yourself as a worker?

130. List a reason that you may not get a promotion?

UNIT K:

131. List 3 things a good worker must do.

132. List 3 reasons why people quit jobs.

UNIT L:

133. List 2 things that should decide whether or not you should be hired for a job.

134. List 2 groups of people in America that have been badly discriminated against.

135. What does Equal Employment Opportunity mean?

VOCABULARY: Choose the correct answer (A,B, or C) for each of the words.

UNIT A:

136.	experience	A) the way something has been described B) extras given a worker in addition to salary C) skills and knowledge a person has gained from working on jobs
137.	qualifications	A) skills and knowledge a person has gained from working on jobs B) form filled out in order to get a job C) skills, knowledge or abilities that fit a person for a certain job
138.	requirements	A) another word for job B) things needed for a person to be hired C) having received a diploma from school
139.	occupation	A) another word for job B) the person in a company who hires people C) business that helps people
140.	salary	A) money one receives for working B) a vertical (up and down) line of words C) position or place of employment
141.	client	A) trading B) a rating C) customer

UNIT B

142.	chronological	A) something you want to get done B) things people have done well C) order in time that things happen
143.	objective	A) disagreements B) lies, untruths C) something you want to get done
144.	crucial	A) able to do many things B) the most important C) grown up
145.	request	A) area of the country B) ask for C) something you want to get done

146.	accomplishments	A) things people have done well B) ability to do many things C) order in time that things happen
147.	adapted	A) changed B) looks for C) show
148.	mature	A) making things seem better than they are B) grown up C) able to do many things

UNIT C:

149.	inquiry	A) a question B) an answer C) a place
150.	body of letter	A) part of the letter that has the name, job title and address of the person getting the letter B) the main part of the letter; the reason the letter was written C) letter writer's written name
151.	salutation	A) to think highly of something or someone B) greeting of a letter C) date block of a letter
152.	complimentary closing	A) part of a letter just above the signature (ex. Sincerely yours) B) date block of a letter C) the main part of a letter; the reason that the letter was written
153.	refuse	A) to say "no" B) to put off until later C) to be sure

UNIT D:

154.	aptitude	A) ability B) happening for a long time C) a lack of something important; a fault
155.	spouse	A) report B) husband or wife C) secret; confidential
156.	felony	A) a serious crime B) a crime that is not very serious C) the act of leaving someone or something out
157.	personnel	A) secret; confidential B) to say exactly what you mean C) employees; people working for a company
158.	former	A) before now B) first to sixth grade C) the other side of a sheet of paper
159.	complete	A) spoken or written in secret B) with all parts; whole; entire C) unable to do some things; not having the ability

UNIT E:

160.	potential	A) punishment B) possible C) true
161.	preference	A) favorite B) control C) true
162.	capacity	A) the ability to hold a certain amount B) possible C) to get rid of
163.	administered	A) controlled B) changed C) given
164.	adjustment	A) act of being outgoing and talkative B) act of changing with conditions C) act of being withdrawn; shy; not talkative
165.	eliminate	A) to give B) to add to C) to get rid of

UNIT F:

166.	communications	A) a strong excitement over something or someone B) acted out as if it were real; practiced C) talking by spoken language, written language, sign language, etc.
167.	response	A) an answer B) first C) feeling
168.	frequently	A) happening often B) feeling C) clearly
169.	impression	A) careful B) feeling C) a choice
170.	arranged	A) set up B) wanted to do well and to get ahead C) well thought of
171.	initial	A) set up B) an answer C) first

UNIT G:

172.	shock	A) killing one's self B) act of turning down, not taking C) a state of being "down"
173.	rejection	A) act of turning down, not taking B) likely, seemingly C) normal, matter-of-fact
174.	preparation	A) normal, matter-of-fact B) the act of getting ready C) perfect, complete
175.	consolation	A) willpower, strength, courage B) comfort, sympathy, relief C) feeling down
176.	determination	A) regular, usual B) willpower, strength, courage C) having to do with the mind or brain

UNIT H:

177.	deposit	A) to put in B) a choice a person makes C) a train station
178.	withhold	A) able to choose B) to hold back C) to hold hands
179.	dependents	A) people taken care of by others B) handicaps C) requirements, things that are needed
180.	benefits	A) things a person must do B) legal agreement C) extra money or extra services
181.	contributing	A) giving B) quitting work C) expert

UNIT I:

182.	cooperation	A) the act of working together, getting along B) the way you act C) boss
183.	regulations	A) jobs B) rules C) to get better
184.	attitude	A) the way you feel about things B) the act of working together, getting along C) wanted or required
185.	survival	A) staying or lasting B) the way people get along C) the things around you
186.	effort	A) to get better B) the way you feel about things C) a struggle, a try

UNIT J:

187.	values	A) very important B) importance C) things a person thinks are important
188.	initiative	A) importance C) judging C) doing things without being told
189.	contract	A) the act of moving ahead B) to do better C) a written or spoken agreement
190.	evaluate	A) to know or understand B) to move ahead C) to judge
191.	improve	A) to get along with B) to know about yourself C) to do better
192.	dependability	A) the act of wondering about things B) the act of wanting to get something done C) the act of being able to be counted on to get the job done

UNIT K:

193. reference	A) the right amount B) a person who can tell about the kind of worker you are C) occupation, job
194. promotion	A) a written or spoken message that states a person is quitting B) the act of moving to a better job in a company C) why something happens
195. resign	A) to quit B) why something happens C) a choice
196. termination	A) shortest or least amount B) the end C) correct, right
197. minimum	A) shortest or least amount B) the end C) once in a while

UNIT L:

198. disadvantaged	A) not having the same as others, having less of something B) how long a person has worked C) changed
199. disability	A) a choice B) same amount C) handicap
200. minority	A) a smaller group B) a larger group C) the same amount

PERFORMANCE CHECK: When the assessment is finished, hand to the teacher to be graded.

Program Assessment - Answer Key (1 of 4)

Unit A
1. F
2. T
3. F
4. F
5. T
6. T
7. F
8. F
9. F
10. F
11. T
12. T
13. F

Unit B
14. F
15. T
16. F
17. F
18. T
19. F
20. T
21. F
22. T
23. F

Unit C
24. F
25. T
26. F
27. F
28. F
29. F

Unit D
30. T
31. F
32. F
33. F
34. T
35. F
36. F
37. F
38. F
39. T
40. T

Unit E
41. T
42. F
43. F
44. F
45. F
46. F
47. F
48. T
49. F
50. T

Unit F
51. F
52. F
53. F
54. F
55. F
56. T
57. F
58. F
59. F
60. F

Unit G
61. F
62. T
63. F
64. F
65. T

Unit H
66. F
67. F
68. F
69. F
70. F
71. F
72. T
73. F
74. F
75. F
76. T
77. T
78. T
79. F
80. F

Unit I
81. T
82. F
83. F
84. T
85. T
86. T
87. F
88. F
89. F
90. F

Unit J
91. F
92. F
93. F
94. F
95. F

Unit K
96. T
97. F
98. F
99. F
100. F
101. T
102. F
103. T
104. T
105. F

Unit L
106. T
107. T
108. T
109. F
110. F

553

Unit B

111.	What work experience do you have?	111.	ANSWERS WILL VARY - do not accept "none."
112.	What is the address of your high school?	112.	high school address
113.	What is the highest grade you have completed?	113.	ANSWERS WILL VARY

Unit D

114.	Why should you not write on an application?	114.	ANSWERS WILL VARY - (ex. so the employer can read it)
115.	Why should you not fill out an application with a pencil?	115.	ANSWERS WILL VARY - (ex. so it won't smudge or be messy)
116.	List the name and address or phone number of a person who could be a reference for you.	116.	ANSWERS WILL VARY

Unit E

117.	Why should you get plenty of rest before you take a test?	117.	ANSWERS WILL VARY - (ex. so you won't be fired)
118.	If you have a choice of where to sit when taking a test, what should you think about?	118.	ANSWERS WILL VARY - (ex. lights, noise, close enough to hear, etc.)
119.	Why might you miss a test question even if you know the answer?	119.	ANSWERS WILL VARY - (ex. You may mark it wrong.)

Unit F

120.	The purpose of an interview is to find out 4 things about you. What is one of them?	120.	ANSWERS WILL VARY
121.	Why does the interviewer want to know about your school attendance?	121.	ANSWERS WILL VARY
122.	On what is the interviewer's first impression based?	122.	how you look (or) the way you are dressed

Unit F

123. Write a question that you could ask an employer during an interview.	123. ANSWERS WILL VARY
124. Why should you go alone to an interview?	124. ANSWERS WILL VARY

Unit G

125. Write a problem you could have to face while looking for a job?	125. ANSWERS WILL VARY
126. How would you handle the problem in question number 125?	126. ANSWERS WILL VARY
127. If you start feeling "down" when you cannot find a job, what should you tell yourself?	127. ANSWERS WILL VARY (ex. There is nothing wrong with you. (or) You can be a good worker. (or) It may take a little time to find a job.)

Unit J

128. List 3 reasons that people work?	128. Any 3 - money (or) security (or) self-identity (or) prestige (or) achievement (or) power
129. How can you improve yourself as a worker?	129. ANSWERS WILL VARY
130. List a reason that you may not get a promotion or raise even if you deserve one.	130. union agreement (or) company cannost afford it (or) no job openings

Unit K

131. List 3 things a good worker must do.	131. ANSWERS WILL VARY
132. List 3 reasons why people quit jobs.	132. Any 3 - health (or) moving (or) money (or) going back to school (or) unhappy

Program Assessment - Answer Key (4 of 4)

Unit L

133. List 2 things that should decide whether or not you should be hired for a job.	133. ANSWERS WILL VARY
134. List 2 groups of people in America that have been badly discriminated against.	134. ANSWERS WILL VARY
135. What does Equal Employment Opportunity mean?	135. ANSWERS WILL VARY

Unit A

136. C
137. C
138. B
139. A
140. A
141. C

Unit B

142. C
143. C
144. B
145. B
146. A
147. A
148. B

Unit C

149. A
150. B
151. B
152. A
153. A

Unit D

154. A
155. B
156. A
157. C
158. A
159. B

Unit E

160. B
161. A
162. A
163. C
164. B
165. C

Unit F

166. C
167. A
168. A
169. B
170. A
171. C

Unit G

172. C
173. A
174. B
175. B
176. B

Unit H

177. A
178. B
179. A
180. C
181. A

Unit I

182. A
183. B
184. A
185. A
186. C

Unit J

187. C
188. C
189. C
190. C
191. C
192. C

Unit K

193. B
194. B
195. A
196. B
197. A

Unit L

198. A
199. C
200. A